



SEND INFORMATION REPORT 2020-2021

SCHOOL NAME: Ovingham C of E First School

TYPE OF SCHOOL: First School

ACCESSIBILITY: Our school buildings are on one level, with ramps at main and Reception class entrances along with Year 2 fire exits, and is fully wheelchair accessible. Internally the building is on one level and is accessible for wheelchairs. We do not have disabled toilets or changing spaces for pupils or adults. We do have additional intervention space. The school grounds are fully accessible for all and there is easy access from disabled parking spaces. Corridors are wide and are easy to navigate.

CORE OFFER: Can Ovingham currently deliver its core offer consistently over all areas of the school? Yes

POLICIES: Are school policies available on the website for:

SEN YES

- [Click here to view this policy](#)

SAFEGUARDING YES

- [Click here to view this policy](#)

BEHAVIOUR YES

- [Click here to view this policy](#)

EQUALITY & DIVERSITY YES

- [Click here to view this policy](#)

MEDICAL NEEDS YES

- [Click here to view this policy](#)

Are staff in Ovingham aware/familiar with the requirements of:

the Disability Discrimination Act 1995 [Click here](#)

and the Equality Act 2010? [Click here to view this Act](#)

YES

RANGE OF PROVISION: Ovingham has available (over and above our core offer) in each of the following areas:

Areas of strength

Teachers and support staff have had training on:

- Attachment and the impact of trauma (January 2020)
- Neurodevelopment and neurodiversity (January 2019)
- Dyslexia (January 2019)
- Speech, language and communication (Sept. 2019)
- Safeguarding (Various topics throughout 2020-2021 delivered and planned)
- PREVENT (October 2018)
- Reading, phonics, writing and maths support throughout (ongoing)

At Ovingham, we strive to meet the needs of all SEND pupils and regularly audit our provision, seeking advice from other professionals and specialist providers.

In school we support pupils with:

- **Cognition and Learning Difficulties** e.g. pupils who learn at a slower pace than their peers, including difficulty with reading, spelling, and numbers
- **Communication and Interaction Difficulties** e.g. pupils with neurodiverse diagnoses like ASD or with language challenges such as stammering
- **Sensory and physical needs** e.g. pupils with hearing impairment, or those with mobility issues
- **Social, Emotional, and Mental Health Difficulties** e.g. feeling isolated, being unable to organise themselves, or presenting with challenging behaviours

- **Medical Conditions** e.g Type 1 Diabetes
- **Genetic Disorders** that impact on learning due to physical, emotional or other areas of challenge
- **Mental Health Awareness** e.g. overwhelming stress, body image, and the impact of a lack of sleep

As a school we ensure that all pupils including those with SEND have access to:

- Quality pastoral care
- Access to a high quality PSHE curriculum
- Awareness of bullying and how to report any incidents or concerns
- Mindfulness and strategies to support self-calming
- Learning Mentor support when appropriate via an in-house referral system
- An understanding and acceptance of diversity and equality

Some support staff have had Accelerated Reader, ReadWriteInc and TalkBoost training

Staff have had training in supporting pupils in the use of Epi-pens and training from Healthcare professionals working with individual pupils in the use of specific medication for children with more complex medical needs.

Specialist Facilities/Equipment to support SEND

The **SEND**CO's share a dedicated office that provides a **confidential meeting space**.

Input from Therapists/Advisory Teachers/other specialist support services

The school has access to Northumberland County Council's SEND team under the new SLA which offers:

- **Educational Psychologist** [Click here to find out what this might involve](#)
- **Autistic Spectrum disorder support** [Click here to find out more](#)
- **Behaviour support** [Click here to find out more](#)
- **Literacy support** [Click here to find out more](#)
- **Speech, language and communication support** [Click here to find out more](#)
- **Education welfare officer (EWO)** [Click here to find out more](#)

We are also able to refer to additional specialists to support pupils with emotional difficulties including:

- **School Nurse** [Click here to find out more](#)
- **Primary Mental Health** [Click here to find out more](#)
- **Children and Young People's Service (CYPS)** [Click here to find out more](#)

We have access to:-

- **Visual and hearing impairment teams** [Click here to find out more](#)
- **Occupational Therapists and Physiotherapists** who are able to provide support for pupils with a need in these areas [Click here to find out more](#)
- **Assistive technology assessment** including the use of voice recognition software, laptops, keyboards etc. [Click here to find out more](#)

We seek support and guidance from specialist voluntary groups, such as:

- **Autism Northumberland** [Click here to find out more](#)
- **The Dystonia Society** [Click here to find out more](#)
- **Toby Henderson Trust** [Click here to find out more](#)
- **Newcastle University Children's Speech and Language Clinic** [Click here to find out more](#)
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Breakfast and After School support

This is available from Badger Club, please click here for contact details. We work closely with Badger Club and where pupils have additional needs we will work to provide support and strategies to ensure continuity of provision.

INCLUSION:

How does Ovingham promote inclusion within the school? Including day and residential trips?

Our values and ethos promote Inclusion, we use "Through Love We Go Beyond" to encapsulate our focus on ensuring everyone has an equal access to all the educational opportunities. Through careful preparation and planning, we use our team approach to look ahead at what is coming up across the year and we would adapt activities where appropriate to ensure everyone was included. For instance we may look at alternative Residential locations if the needs of all pupils couldn't be met in our existing accommodation.

What proportion of children currently at Ovingham has a SEND? Currently we have 3.5%

PARENT SUPPORT INVOLVEMENT/LIAISON:

How does Ovingham involve/support the parents of children/YP with an SEND regarding and meeting their needs? How do the staff communicate on a child's progress and areas of difficulty?

Children with SEND work closely with the SENDCO, their form teachers, subject teachers and leaders, TA's and external agencies, as appropriate to their needs.

Parents and carers of pupils with SEND are informed of their child's progress on a regular basis both through the two formal parent consultations and one school report each year. We also take the approach that we keep parents updated as regularly as is needed through out the week, month, term or year. As teachers see parents regularly, they use these time for informal catch ups. Where need is identified, staff establish a strong communication link, via phone or in person dependent on the parents preferences. We also look to go back to parents at least each half term with an additional update, which informal. If pupils have specific needs or challenges with will use regular meetings with SENDCO, staff and parents or if other agencies are involved we will hold Team Around the Family mtgs. The school has a policy of welcoming parents and carers to discuss their child's needs either in person, over the phone, or via email. This form of communication is very important and as a school we endeavour to keep all parents informed at all times.

Home - school planners and communication books are used as a form of communication between parents, carers and teachers. Parents and carers are encouraged to check for notes and sign the planner on a weekly basis.

Parents are encouraged to be involved in the setting of individual targets and monitoring progress. We adapt this to the needs of pupils, but in these situations we would be looking to meet with parents each term in some format.

As a school, **we evaluate our provision for SEND pupils** on an annual basis to ensure it meets the needs of our learners and their learning outcomes.

The SENDCO shares information on the child with SEND with staff through NCC forms, such as the pupils passport which details areas of strength, difficulties and strategies which can be used to support the pupil.

We hold **parents' evening twice a year**, provide a **written report** once a year.

Parents and carers are welcome at any time to make an appointment to see the form teacher / SENDCO.

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

We have a **carefully planned and structured transition programmes** between our feeder Nursery Schools and the Middle Schools . We liaise with the SENDCO's and Nursery teachers from our feeder nursery and with the SENDCO, and **Year 5 pastoral team** from the nominated receiving Middle school to transfer the support mechanisms.

Pupils with an EHCP will have their **transition plans and arrangements formalised** in their **change of phase** annual review meeting, usually held in the year before they are due to transition to another school. Parents and carers will have to **nominate their preferred choice** of receiving school at this meeting.

- [Click here to learn more about this](#) process in Northumberland

Vulnerable and SEND pupils are personally invited to additional transition visits with a **trusted adult** and the SENDCO to their **receiving Middle School**. Similar arrangements are in place with those **transferring into Ovingham** from Nursery. Pupil's with SEND who **transfer mid-year** to Ovingham are welcome to arrange a **structured and graduated phased introduction to the school**, their new classmates, and the subject areas. This may be with a trusted adult from their current school.

Ovingham have an open door policy and invite pupils with their families to look around the school, meet the staff, discuss additional needs with the SENDCO, and ask any questions.

OTHER INFORMATION:

What else does Ovingham think parents/carers would like to know about our school?

At Ovingham we endeavour to ensure that the necessary provision is made for pupils with SEND. Where we know of an additional need, we will train staff and provide personalised provision prior to entry to the school. We can offer the following:

- The SENDCO is a qualified teachers and is training for accreditation.
- HLTA qualified in supporting pupils with **literacy difficulties** including **dyslexic tendencies**
- TAs qualified in **ReadWriteInc & TalkBoost**
- TA's trained to deliver **spelling and phonics** programmes
- TA's trained in **maths interventions** and support
- Staff have received training in ASD
- Key staff trained to support pupils with **medical needs / personal and intimate care**

At Ovingham we are committed to ensuring that all staff receive **appropriate and relevant training**. There is an apprentice TA doing Level 3 Classroom Support qualification. Most TA's are trained to Level 2 and our HLTA's have at least Level 3 qualifications.

Ovingham offers **inclusive residential visits** to Ford Castle (Year 4),

What to do if you have concerns about your child's provision at Ovingham:

We want to involve you in deciding on the best possible ways to support your child. If you have any concerns, then:

- . **First** - Contact the class teacher
- . **Next** - Make an appointment to see the teacher
- . If your child has an IEP or EHCP - **Talk** to the SENDCO
- . **Should you still have concerns** - Make an appointment to see the Deputy Head and in the unlikely event this is not resolved, please contact the Head.

Any unresolved matters or **complaints are taken seriously** and will be dealt with **fairly and equitably**.

- [Click here to read the Complaints Policy](#)
- . **Further support** about the SEND provision in school is available from the **SEND Governor** (Matt Thomas) Tel: 01661 832581
- . The **Local Authority SEND support service team** can be contacted on: 01670 623555
 - [Click here to find out more from the support team's handy leaflet.](#)

COMPLETED BY: Mr Hudson Exec HT& Miss Moorhead SENDCO

Tel: 01661 832581

Email: admin@ovinghamfirst.northumberland.sch.uk

DATE COMPLETED: February 2021