



## SEND INFORMATION REPORT 2022-2023

SCHOOL NAME: Wylam First School

TYPE OF SCHOOL: Mainstream deemed Primary

First school and Nursery

(Years Nursery -Year 4 )

**ACCESSIBILITY:** Wylam First School is a purpose built First School comprising five classrooms, a resource room, a hall, kitchen, administrative area and a 26 place nursery. The school has an excellent playing field, which is used extensively throughout the year as well as a separate Nursery playground, an orchard, an allotment and a new ECO area. Our school building is all on one level with an available accessible entrance and specified fire exits. The school yard can be easily accessed. We have 1 accessible toilet. Wylam First School has gender neutral toilets in the Nursery and Year 1 classroom and gender specific toilets shared between Reception and Year 2, and gender specific toilets shared between Years 3 and 4. Changing facilities are available in the Nursery classroom. Relevant changes to the school building are assessed for accessibility and any relevant changes are made to the school buildings and external areas where required.

### CORE OFFER:

Can Wylam First School 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](#)

DISABILITY EQUALITY SCHEME & ACCESSIBILITY PLAN YES

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

MEDICAL NEEDS YES

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

**Are staff at Wylam First school ree 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:**

Wylam First School has available (over and above our core offer) in each of the following areas:

## Areas of strength

Teachers and support staff have had a range of training covering:

- Dyslexia (2019)
- Emotional Literacy (Ongoing)
- Speech, language and communication
- Vocabulary in the classroom (2021)
- Attachment and the impact of trauma (2019)
- Autism training (2019)
- Nominated staff have had specialist De-escalation and Positive handling training (2020)
- Safeguarding (Various topics throughout the academic year delivered and planned)
- PREVENT (2019/2020 )
- Reading, phonics, writing and maths support
- Quality First Teaching
- Precision Teaching
- Graduated Approach

At Wylam First School, 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 [Click here to find out more](#)
- **Communication and Interaction Difficulties** e.g. pupils with neurodiverse diagnoses like ASD or with language challenges such as stammering [Click here to find out more](#)
- **Sensory and physical needs** e.g. pupils with hearing impairment, or those with mobility issues [Click here to find out more](#)
- **Social, Emotional, and Mental Health Difficulties** e.g. feeling isolated, being unable to organise themselves, or presenting with challenging behaviours [Click here to find out more](#)
- **Medical Conditions** e.g Type 1 Diabetes [Click here to find out more](#)
- **Genetic Disorders** that impact on learning due to physical, emotional or other areas of challenge [Click here to find out more](#)

- **Mental Health Awareness** e.g. overwhelming stress, body image, and the impact of a lack of sleep [Click here to find out more](#)

**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 [Click here to read this policy](#)
- Mindfulness and strategies to support self calming
- An understanding and acceptance of diversity and equality

#### **Specialist staff and support staff have had**

Talk for Writing,

Talk for Reading,

Maths Hub Training (2019/20 & 2020/21)

Specialist staff have had training in supporting pupils with Diabetes (2019) and in the use of Epi-pens

Staff have all received essential First Aid training (2020)

#### **Specialist Facilities/Equipment to support SEND**

In the main building there is a **fully accessible disabled toilet**.

The Nursery has a **gender neutral accessible bathroom and toddler changing facilities with remote electronic changing table**.

The Year 1 class has a **gender neutral accessible bathroom**.

**Writing slopes, balance cushions, coloured overlays, thera putty** are available at all times within school.

Wylam First School has a **permanent “intervention room”** which is used for **smaller teaching groups** for specialist support (e.g. phonics); **reduced sensory input**, casual seating as well as having access to **computers to allow supported working or calming**. ELSA work is also carried out with access to LEGO and Drawing Therapy activities.

**The SENDCO** has 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 HINT (High Incidents needs team) team 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](#)
- Sensory support service (Hearing, Vision and multisensory impairment)
- 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](#)
- MAGIC Foundation [Click here to find out more](#)

### **Wrap around provision and Extra Curricular Activities**

Our wrap around care and a range of specialist interests and sports clubs are available throughout the week for **all** pupils.

**INCLUSION: How does Wylam First School promote inclusion within the school? Including day and residential trips?**

At Wylam First School, we ensure that all lessons are fully inclusive, making adjustments through additional resources and scaffolding, where needed, to help pupils access the curriculum e.g. physical education, specialist subject teaching spaces etc. We aim to make activities outside of school and school residential trips inclusive and carry out risk assessments, site visits (where possible) and procedures are put in place to enable all pupils to participate. Our residential to YMCA Newby Bridge (2022) was chosen for its accessibility for all. All other curriculum enrichment activities, whether on-site or elsewhere, are thoroughly screened **for inclusion**.

#### **What proportion of children currently at Wylam**

**First School has a SEND 13% (excluding nursery)**

#### **PARENT SUPPORT INVOLVEMENT/LIAISON:**

**How does Wylam First School involve/support the parents of children with a 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 class teachers, subject 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 school reports and informally through discussion with TA's, teachers and SENDCO. 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.

**Home reading records** 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. Additional home school books can be implemented when necessary.

**Yearly parental surveys** help us inform pupil profiles; the **pupil** is also encouraged to provide an **update on their own viewpoints and perspectives**. These are then used in the pupil's **Individual Educational Plan (IEP)**.

**Parents are encouraged** to be involved in the setting of individual targets through meetings held at least twice a year; this is in addition to the school parents and carers evenings (held twice per year).

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 an Individual Education Plan (IEP) which details areas of strength, difficulties and strategies which can be used to support the pupil.

We hold **parents' evening twice a year** and provide a year end **written report**.

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

**How will Wylam First School prepare children with SEND to join their next setting/college/stage of education or life?**

We have a **carefully planned and structured transition programme** between our local Middle Schools . We liaise with the SENDCO's and Year 5 teachers from our Middle schools.

**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 to their chosen Middle school with a trusted adult and the SENDCO to their **receiving Middle School**. Pupil's with SEND who **transfer mid-year to** Wylam First School are welcome to arrange a **structured and graduated phased introduction to the school** and their new classmates. This may be with a trusted adult from their current school.

**OTHER INFORMATION:**

**What else does Wylam First School think parents/carers would like to know about our school?**

At Wylam First School 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 teacher with post graduate NASENCo qualification
- TA's trained to **deliver spelling and phonics** programmes (Letters and Sounds/ Read Write Inc)
- TA's trained in **maths interventions** and support (First Class at Maths/ PowerMaths)
- Key staff trained to support pupils with **medical needs / personal and intimate care**

At Wylam First School we are committed to ensuring that all staff receive **appropriate and relevant training**. Most TA's are trained to Level 3 and our HLTA has at least Level 5 qualification.

Wylam First School offers **inclusive residential visits** including: YMCA Newby Bridge (Year 4)

**What to do if you have concerns about your child's provision at Wylam First School:**

**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 Head Teacher

If your child has an IEP or EHCP - **Talk** to the SENDCO .

**Should you still have concerns** - Make an appointment to see the Head.

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

- [Click here to view Complaints Policy](#)

**Further support** about the SEND provision in school is available from the **SEND Governor** (Mrs S McLean) Tel: 01661 852771

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:**

**Gemma Ridley (SENDCO)**

**Tel 01661 852771**

**Email** [admin@wylam.northumberland.sch.uk](mailto:admin@wylam.northumberland.sch.uk)

**Date completed September 2022**





**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:

Staff have accessed Level 1 Autism Awareness training

The SENDCO and has had Level 2 Autism training

Staff have PDA training

Staff have had attachment training

Staff have ACES training

Staff have FRIENDS resilience training

Staff have accessed training on Zones of regulation

A qualified ELSA's in school (Emotional Literacy Support Assistant)

A qualified Mental Health First Aider

Teaching assistants have accessed training on Lego club

Senior Leadership Team have had training in restorative behaviour

The SENDCO and pastoral lead have had training on de escalation strategies

Allocated staff have movement and handling training

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.

Specialist staff and support staff have had, ReadWriteInc, and Fresh Start training (2018, 2019)

Staff have had training in supporting pupils with Diabetes (Sept. 2017) and in the use of Epi-pens (2021)

Staff had updated moving and handling training in (2022)

## **Specialist Facilities/Equipment to support SEND**

In the main building there is a **fully accessible hygiene room/changing room** with a disabled toilet, hoist and a shower.

A **mobile hoist** is used to ensure safe handling and movement between the floor and a wheelchair to allow participation in PE/Games sessions in the Hall.

**Writing slopes, balance cushions, chrome books, standing desk, coloured overlays** are available at all times within school.

The **SENDCO** has a dedicated office that provides a **confidential meeting space**.

Currently under construction

Ovingham has a permanent 'reflection space' within this area pupils have access to small teaching / intervention groups for specialist support, access to chrome books to support learning e.g. touch typing, spellzone etc and a quiet zone with reduced sensory input.

Our ELSA works with pupils on specialist SEMH issues, such as bullying, body image, and friendships.

We currently provide further SEMH support with a Counsellor from the Northern Guild, who works with pupils referred in by school in a dedicated space using a range of different therapy techniques. In addition, we provide Play Therapy with a worker from PTUK who supports pupils between age 8 - 13.

## **Breakfast and After School support**

Lunchtime homework clubs available for all year groups

A range of specialist interests and sports clubs are available at lunchtimes and after school for all pupils. [Click here to find a list of clubs](#)

## **INCLUSION:**

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

At Ovingham Middle, we strive to make all lessons are fully inclusive, making adjustments, where needed, to help pupils access the curriculum e.g. physical education, specialist subject teaching spaces including the science laboratories and food technology rooms etc. We aim to make activities outside of school and school residential trips inclusive and carry out risk assessments including site visits (where possible). Procedures are put in place to enable all pupils to participate. Our residential to Duke House Wood (Year 5) and to Robin Wood (Year 6) were chosen for accessibility. All other curriculum enrichment activities, whether on-site or elsewhere, are thoroughly screened for inclusion.

**What proportion of children currently at Ovingham Middle has a SEND? 13%**

## **PARENT SUPPORT INVOLVEMENT/LIAISON:**

**How does Ovingham Middle 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 school reports and informally through discussion with TA's, teachers and SENDCO. 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.

**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.

**Parental surveys** help us inform pupil profiles; the **pupil** is also encouraged to provide an update on their **own viewpoints and perspectives**. These are then used in the pupil's **Individual Educational Plan (IEP)**.

**Parents are encouraged** to be involved in the setting of individual targets through meetings held at least twice a year; this is in addition to the school parents and carers evenings (held twice per year).

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 an **Pupil Profile and Individual Education Plans (IEP)** which details areas of strength, difficulties and strategies which can be used to support the pupil.

We hold **parents' evening twice a year**, provide **interim reports** on subjects and a **written reports**.

**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 First Schools and the High School . We liaise with the SENDCO's and Year 4 teachers from our feeder first schools and with the SENDCO, **Student Welfare Officer** and **Year 9 pastoral team** from the nominated receiving High school to transfer pupils with SEND needs.

**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 **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 High School**. Similar arrangements are in place with those **transferring into Ovingham** from Year 4. 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 has an annual Open Evening, usually in October, to allow pupils and 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 teacher and has **accreditation** (The National SENDCO Award)
- HLTA qualified in **Fresh Start, ReadWriteInc,**  
Teachers qualified to deliver **Reciprocal Reading intervention**
- TA's qualified in **Emotional Literacy Support**
- TA's trained to deliver **spelling and phonics** programmes
- TA's trained in **maths interventions** and support
- Key staff trained to support pupils with **medical needs / personal and intimate care**
  - TA trained as a Mental Health First Aider
  -

At Ovingham we are committed to ensuring that all staff receive **appropriate and relevant training**.

Ovingham offers **inclusive residential visits and trips** including: Dukes House Wood (Year 5), Robin Wood (Year 6), Ski trip (KS3)

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

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 pastoral teacher
- **Next** - Make an appointment to see the Key stage Lead / Subject teacher
- If your child has an IEP or EHCP - **Talk** to the SENDCO
- **Should you still have concerns** - Make an appointment to see 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** (Mrs L Mainwairing)
- . 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: Mrs G Ridley (SENDSCO)

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DATE COMPLETED: 14<sup>Th</sup> September 2022