SEND Information Report

SCHOOL NAME:	**Linton Primary School**
TYPE OF SCHOOL:	Linton Primary School is a community school which accommodates pupils from 4 to 11 years old. Pupils join our school in the term after their 4th birthday and leave at the end of Y6. We are a very small school, currently we have 25 pupils on roll. Our school is organised into two mixed age classes: Class 1 includes Pre-Reception, Reception, Y1 and Y2; Class 2 has Y3, Y4, Y5 and Y6 pupils. Class 1 is taught by the Headteacher, Mrs Mason, with Mrs Pape teaching this class all day Mondays & Thursday Afternoon. This class is also supported by teaching assistant, Mrs Ellis. Class 2 is taught by Mrs Robertson, supported by our Higher Level teaching assistant, Mrs Birbeck. Two further members of staff are employed specifically to support SEND needs in school.
ACCESSIBILITY:	Linton Primary School welcomes pupils of all abilities and our curriculum is inclusive for all pupils. We welcome and celebrate diversity and difference. Our ethos supports each pupil as a unique individual. Our premises are currently not fully accessible to wheelchair users, with the Main Entrance and Dining Hall being accessed by stairs. Wheelchair users can access the building by our West Entrance and staff are happy to assist on request. A Disabled toilet, changing facility and shower room have been recently added to the building. Should further needs of a pupil require physical alterations to the building then the Local Authority would make any necessary adaptations.
CORE OFFER:	**Are you currently able to deliver your core offer consistently over all areas of your school?** We offer high quality teaching with differentiated activities tailored according to the needs of the individual. Progress is tracked through regular monitoring of attainment. Every child entering our school is assessed to establish and identify individual needs so that any extra support required that is different to or additional from that provided can be put in place. Needs are identified promptly and a plan of action is created to develop areas of weakness. If progress is not satisfactory then programmes of further interventions are put in place and pupils are placed upon our SEND register. Our SENDCO is Mrs S Mason the Headteacher. Mrs Mason also acts as Lead Professional for children who have an Early Help Assessment. Mrs Mason has the National SENCO Award. Pupils on our SEND register are included within class lessons, they may be supported individually or work within a small group, and receive support from a teacher or teaching assistant during the course of a lesson. Alterations have been made to teaching areas to accommodate individuals' needs. These include the creation of quiet zones and work stations to support those who need to work in a concentrated or calm manner or need time to reflect. Pupils receive interventions which are individually tailored to meet their needs. These can be in literacy, numeracy, physical skills, speech, language and communication, behaviour and PSE. Inclusion is a key feature of our ethos and our work. Class sizes are small. Every child is valued for their strengths, their individual character and their contribution to our school community. The Governing Body monitors our SEND provision and regularly discusses this at both Strategic Direction and Resources Committee meetings.

<table>
<tr><td></td><td colspan="3">The school has a complaints policy for parents who are dissatisfied with the education of their children. A copy is available on our website.</td></tr>
<tr><td rowspan="5">POLICIES:</td><td rowspan="4">Are the school policies available on the website for:</td><td>SEND</td><td>Yes</td></tr>
<tr><td>SAFEGUARDING</td><td>Yes</td></tr>
<tr><td>BEHAVIOUR</td><td>Yes</td></tr>
<tr><td>EQUALITY & DIVERSITY</td><td>Yes</td></tr>
<tr><td colspan="2">Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</td><td>Yes</td></tr>
<tr><td>RANGE OF PROVISION:</td><td colspan="3">Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</td></tr>
<tr><td></td><td colspan="3">Areas of strength
Our ethos supports caring relationships for all members of our school community. We celebrate the individual and recognise individual worth – each member of our school community has a vital role to play in its success. Strong curriculum emphasis is placed upon Personal, Social and Emotional Development.
Our curriculum supports an enriched experience for our pupils and regular visits broaden our pupils' horizons.
Our HLTA has specialism in PSHE and Literacy, with training in leading a Nurture Group, Precision Teaching and TalkBoost language programme. Both Mrs Mason and our HLTA are trained in Positive Handling through 'MAPA'. Mrs Ellis is a trained Talkboost practitioner. All classroom staff are Read, Write Inc. trained. Mrs Smith, one of our support assistants, is a literacy specialist. Mrs Whittingham is a Forest School Leader.
Mrs Mason has the National SENCo Award.</td></tr>
<tr><td></td><td colspan="3">Specialist Facilities/Equipment to support SEND
Small group working room for interventions
Workstations for pupils who need to work alone at times
Ipads to support writing using a variety of apps
Laptops utilising software to reinforce learning
Intervention programme resources for Read, Write Inc. and Speed Up writing.
A variety of reading schemes including 'Jelly & Bean', 'Read, Write Inc.' and 'Project X'
Physical aids for writing – assorted pencil grips, handwrites, theraputty etc
A range of sensory resources such as vibrating cushions, fiddle toys, weighted toys, stress balls, wobble board
Weighted cutlery for individuals</td></tr>
<tr><td></td><td colspan="3">Input from Therapists/Advisory Teachers/other specialist support services
We make referrals to, and work extremely closely with SEND support services from the Local Authority, these include:
The Educational Psychologist
Behaviour Support
Inclusion Workers
Traveller Service
Education Welfare Officer
Speech Language & Communication Support
We also work with:

<u>Speech and Language Therapists</u>

<u>School Health Advisors</u>

<u>Children and Young Peoples Service</u></td></tr>
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	Hearing and Vision Impaired Service
	Breakfast and After School support We run a Breakfast Club every morning from 8.20am which is open to every pupil in school. Various 'After School Clubs' e.g. Art Club, Lego Club, Gardening Club & Code Club are run throughout the year.
INCLUSION:	**How do you promote inclusion within the school? Including day and residential trips?** We offer a curriculum that supports inclusion and staff place great emphasis upon each pupil's unique strengths and personal qualities. We have a strong focus on PSHE, and use Social Emotional Aspects of Learning (SEAL) materials to support our scheme of work. Our teaching programmes are differentiated to match ability, our mixed age classes support teaching to ability for those who need to be stretched or supported academically. All pupils take part in our school visits with support plans and risk assessments being part of our planning process. Staff to pupil ratios are high, especially for pupils who may need a little extra support on the day. We offer a residential trip to our KS2 pupils. We aim for all pupils with SEND will be fully included and an individual plan will be developed in consultation with the parents prior to the visit. We believe it is imperative that providers are also included in the planning process and understand our learners as individuals.
	What proportion of children currently at the school have an SEND? Within our very small school precise data will not be published in order to protect pupil confidentiality. Approximately 40% of pupils are recorded as having SEND.
PARENT SUPPORT INVOLVEMENT/LIAISON:	**How do you involve/support the parents of children with SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?** Through close and careful monitoring, assessment and tracking of progress, pupils who are causing concern are identified and parents notified that we have a concern about their child. Due to the nature of our small school this is often a face to face conversation. Specific actions and/or interventions then take place to allow the child to progress. If, after careful monitoring, progress is not acceptable then parents will meet with the Class Teacher and SENDCO to discuss further support which may involve seeking expert help through referrals to outside agencies. In some cases it may be decided that completing an Early Help Assessment form is the best course of action. We meet each term with parents to discuss progress. If necessary these meetings take place more frequently.
	How will school prepare children with SEND to join their next setting/college/stage of education or life? Pupils who have an Education Health Care Plan will have a phase change review meeting where planning takes place for the move into Y7. For other pupils who have SEND, a course of action is put in place for Y6 so regular meetings can occur between parents, Linton staff and the SENDCo and Pastoral manager of the receiving secondary school. Regular transition activities will take place throughout Y6 for all our pupils who are transferring to secondary school so they can become familiar with their new environment, peer group and teachers. A transition plan is put in place for all pupils who have SEND and are moving on to a new setting. This might be designed in conjunction with and the advice of experts from outside agencies. Visits to the new school setting are arranged and often include the opportunity for extra visits where parents can accompany. Pupil profiles are updated with information to assist the pupils new teacher on the practicalities of working with that pupil and how to get the best from

	them.
OTHER INFORMATION:	**What else do you think parents carers would like to know about your school?** Linton Primary School welcomes parental involvement and we have a close working relationship with parents. Parents value the support we give to families and welcome personalised support. They feel that home and school work in partnership. We hold individual parent meetings in the autumn and spring terms. Pupil progress meetings take place each term where all classroom staff discuss the progress of every pupil in our school. Review meetings for our pupils who require SEND support are held regularly and parents value their effectiveness. We also have education sessions for parents where they learn how to support children at home with English and Maths. Pupil premium funding is used incisively to narrow the gap for individual pupils. Both pupil and parent views are considered vital to the success of our provision.
COMPLETED BY: **(Name and position)**	Samantha Mason **Headteacher/SENDCo**
DATE COMPLETED:	**3rd September 2018**
REVIEW DUE:	**September 2019**