SEND Information Report

Embleton Vincent Edwards Church of England Aided Primary School seeks to ensure that all children achieve the highest possible academic standards, within the context of a caring community where attitudes of mutual respect and responsibility are promoted and Christian values form a central part of the school's ethos.

School Name:	Embleton Vincent Edwards C of E Aided Primary School	
Type of School:	Mainstream	Primary (3-11 Years Old)
Accessibility:	Fully wheelchair accessible	Yes
	Disabled toilet	Yes
	Auditory/Visual enhancements	No
Core Offer:	**Are you currently able to deliver your core offer consistently over all areas of your school?** Yes. We are fully inclusive. All teachers and teaching assistants have training, experience and expertise in identifying and supporting children who may have additional needs. Intervention programmes are in place to enable access to the core curriculum offer. Small class size allows for individualised learning. Read Write Inc is offered to all children in Reception and Year 1, and is continued as long as necessary to enable children to acquire essential phonetic knowledge.	
Policies:	**Are the school policies available on the website for:** **SEN:** Yes **Safeguarding:** Yes **Behaviour:** Yes **Equality and Diversity:** Yes **Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?** Yes	
Range of Provision:	**Areas of strength** ● All teachers and teaching assistants have experience of identifying children who may require additional support and use their expertise to provide early intervention support. ● Small class sizes allow for individualised learning and high levels of individual support. ● Headteacher trained in Early Years Early Intervention.	

	● One teaching assistant is trained in Talk Boost, and speech and phonological awareness ● Staff are trained in Read Write Inc. ● One teaching assistant is trained in supporting learners with behavioural needs (Calming the Volcano, MAPA restraint) ● Headteacher trained in Positive Handling/Team Teaching. ● Paediatric first aid (3 staff members) ● All staff first aid trained.
	Specialist Facilities/Equipment to support SEND Disabled toilet. Individual ipad/computers
	Input from Therapists/Advisory Teachers/other specialist support services ● We have access to specialist teachers, including educational psychologists, inclusion support, behaviour support, literacy, language and communication practitioners, ASD advice, social workers, and a speech and language therapist in the LA via the LA SEND support service. ● We seek advice from CYPS and CAMHS ● Barndale House Special School is in our partnership and are available to offer advice, support and specialist training on a needs basis.
	Breakfast and After School support Breakfast Club runs from 7.30 am daily After-school Club runs until 5.30 pm daily
Inclusion:	**How do you promote inclusion within the school? Including day and residential trips?** All lessons are inclusive with adjustments made where necessary depending on need. All children with SEND are supported by staff and given appropriate/differentiated work. Visual time-tables and reminders and rewards systems are available. Children with SEND are included on all school trips and residential where 1:1 support is provided, if necessary.
	What proportion of children at the school have SEND? 10.3% total 10.3% - 3 children SEN support
Parent Support Involvement/Liaison:	**How do you involve/support the parents of children with an SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?** ● We have an open door policy at our school where parents can come and discuss any concerns.

	● Children with SEND and their families/carers work closely with staff and outside agencies, as appropriate. ● We hold parents meetings for all parents in terms 1 and 2 and a written report is given out in term 3. ● We have SEND meetings with parents at the beginning of each term. ● Pupil Profiles, inclusion and intervention sheets are discussed with parents. ● Parents meet people from outside agencies both at home and in school. ● Parents are asked for and provide views and information. ● Parents are involved in the implementation of the profile plan. ● COSA forms are completed with staff and parents and, where appropriate, children. ● Where needed, behaviour diaries are shared with parents.
	How will school prepare children with SEND to join their next setting/college/stage of education or life? ● Liaison visits with SENDCo from new school. ● Additional visits to new school. ● Transition booklets to help children move from one setting to another. ● Invite parents in to discuss any concerns, to be included in a transition plan.
Other Information:	**What else do you think parents/carers would like to know about your school?** ● A named governor, ensures that the governing body is kept informed about developments in SEND in school and nationally. In our school we aim to offer excellence and choice, to all our children, whatever their ability or needs. We have high expectations of our children and we aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.
Completed by:	Nicola Threlfall – Headteacher/SENDCo
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