



Slaley First School

Slaley First School SEND Offer 2025-2026

Nurturing Ambitious Individuals

SLALEY FIRST SCHOOL SEND OFFER

Slaley First School is a mainstream school which promotes an inclusive approach to all pupils, regardless of race, gender, physical or academic ability.

We strive to ensure that all children achieve their potential personally, emotionally and academically in all areas of the curriculum, ensuring that all reasonable adjustments are made for children with SEND to enable them to engage in all activities. We work with parents to identify children's needs and intervene as early and effectively as possible.

Our vision for teaching and learning is for every child to:

Experience high quality teaching and have access to engaging learning experiences;

Foster a love of learning and develop enquiring minds;

Enable children to see the value of mistake making and to never be afraid to try.

Where adaptations to our curriculum do not offer the best possible learning environment for an individual, we work with parents and other professionals to find the optimum placement for a pupil.

TYPE OF SCHOOL

STAFF RESPONSIBLE

GOVERNOR

Slaley First School

Nursery and First School(age3-9)

Rachel O'Neill SENDCo

Mrs Beverley Briggs SEND Governor

ACCESSIBILITY

Fully wheelchair accessible

Yes

Auditory/Visual enhancements

Yes

Staff trained in the support of pupils who require hearing aids and communication aids

Other Adaptations

Yes

Inclusive for pupils with medical needs. Support staff first aid trained and some trained in specialist work relating to supporting children with medical needs. Staff trained to administer epi pens.

We are a Anaphylaxis Trained School

POLICIES

The following policies which are available on request from the school office or can be viewed on the website at

www.slaley.northumberland.sch.uk

SEND POLICY

CHILD PROTECTION and

SAFEGAURDING POLICY

BEHAVIOUR POLICY

EQUALITY POLICY

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school is aware of requirements of the Disability Discrimination Act 1995, the Equality Act 2010 and The SEND Code of Practice 2014.

This document is intended to provide you with information regarding the ways in which we ensure we support all our pupils. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our pupils.

The types of SEND we provide for

Speech and Language support

We run groups such as NELI in early years classroom or wherever a need is identified to help pupils develop their vocabulary and grammar skills.

If your child has been identified as requiring additional speech and language support they will be assessed by the SALT Service (Speech and Language Therapy). Within school there is a trained and experienced teaching assistant to deliver the specific programmes.

Support for Fine and Gross motor skills

From early years there are planned opportunities for children to develop their fine and gross motor skills. If a problem was identified specific Interventions would be put in place and delivered by school. If problems persist your child could be referred to an Occupational Therapist or Physiotherapist by school. If a programme is set by an external professional, we will allocate a specific member of staff to carry out recommended exercise programs and class teachers will build in activities

Autism Spectrum Disorder

We integrate children with ASD difficulties at Slaley First School. The adaptations for these children vary according to specific need.

They may include:

- Working in a quieter corner of the classroom
- Using routines, rewards and consequences which are understood by your child
- Withdrawing to a quieter area
- Working through a set of tasks with minimal adult involvement to build up academic or motorskills alongside increasing independence
- Social skills intervention groups
- The support of outside agencies

The main aim of all methods is to enable your child to work towards tolerating activities that are more difficult for them and integrating more successfully with their peers.

ADD and ADHD (Attention Deficit / Hyperactive Disorder)

We will work with families and other professionals to ascertain the specific reason for your child's behavioural difficulties. This may mean using some strategies mentioned above to help your child understand reasons for our rules and routines, integrate successfully with their peers and achieve their best.

For your child this could mean

- Involvement of CYPS (Children and Young Persons Services)
- Using methods such as workstations, rewards and sanctions.
- If a diagnosis is given medication may be prescribed and school can help with the administration of this if necessary.

How do we identify, assess and teach pupils with SEND?

At Slaley all our staff closely monitor the progress made by all our students and ask advice from the SENDCo as soon as they have concerns about a pupil.

Initially we use the Graduated Approach, more details of which can be found in our SEND Policy

We follow guidance for the "Northumberland 's Ordinarily Available Provision Guidance" document to provide support for learners within the broad areas of learning

- Behaviours resulting from unmet needs
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health (SEMH)
- Sensory and /or physical needs
- Autism
- Specific Learning Difference (SpLD)

Admission arrangements for disabled pupils

- The school follows Northumberland County Council admission policy which states:
- Where there are more applications than places available the following oversubscription criteria will be applied, strictly in order of priority:
 1. Children looked after and all who were previously looked after, i.e. in public care
 2. Children living within the catchment area of the school and those on whose behalf firm evidence is presented that they will be living in the catchment area by the appropriate admission date.
 3. Children with an exceptional social or medical reason that means that they can only attend that specific school (for example, where the child or one or both parents has a disability that means that the child can only go to one school).
- Strong supporting evidence must be provided from a professional body involved with the family or the child. The professional must be independent of both the family and the school. The evidence must relate specifically to the school for which the application is being made and must demonstrate clearly why it is the only school that can meet the child's needs. No assumptions should be made that the submission of the relevant evidence will, in itself be sufficient to allocate a place.

How we adapt the curriculum and learning environment for pupils with SEND

It is every class teacher's responsibility to plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

The learning environment can be adapted in a variety of ways to meet the needs of individual children e.g. working in a quiet area or workstation.

Specific resources and strategies will be used to support your child individually and in groups.

Planning, teaching and resources will be adapted on a daily basis if needed to meet your child's learning needs.

What facilities we provide to help pupils with a disability access the school

Slaley First School building is all on ground level and is accessible to children with a physical disability. We aim to provide any additional resources/equipment your child may need, which may mean liaising with appropriate agencies who can support us with equipment needs.

We ensure that equipment used is accessible to all children regardless of their needs

Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed

We utilise advice given to us by specialist outside agencies to address specific difficulties e.g. visual impairment.

The training and expertise our staff have to support pupils with SEND and how we secure specialist expertise

- Our staff have a variety of experience in teaching and supporting children with SEND.
- Our SENDCO attends local and national network meetings
- As a school we work closely with a wide range of agencies and professionals in education, health and social care.
- The SENDCO's job is to support the class teacher in planning for children with SEND
- The school responds to and seeks out training for relevant staff to improve the teaching and learning of children including those with SEND.
- Staff have training in supporting children who have difficulties in the following areas: Autistic Spectrum Disorder, Sensory pathways, Visual and Hearing impairment
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the NIES team.

How we involve other bodies to meet the needs of pupils with SEND and to support their family

- The school seeks advice from a range of outside agencies and professionals in education, health and social care.
- Social Services Provision
- School Health (including school Nursing team)

- NIES (Northumberland Inclusive Education Service at Northumberland County Council) which are comprised of:
- Emotional Wellbeing and Behaviour Support Service
- Autism Support Service
- Speech & Language & Communication Service
- Literacy Support Service
- English as an Additional Language
- Sensory Support Service (for children with visual or hearing needs)
- Portage Service
- Psychological Services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Primary Mental Health
- CYPS (Children and Young People's Services)