



## The Northumberland Church of England Academy



### Primary Special Educational Needs and Disability Information Report 2017-2018

[www.ncea.org.uk](http://www.ncea.org.uk)

<b>Academy Name</b>	<p><b>The Northumberland Church of England Academy</b> serves the communities of Ashington, Newbiggin-by-the-Sea and Lynemouth. At the Academy we provide for pupils with many varied special educational needs on all of our five mainstream primary campuses. We provide support for children with speech and language needs, communication needs, physical needs, behaviour, social and emotional and mental health needs and learning needs. Our five Primary campuses are:</p> <p><b><u>Josephine Butler Campus</u></b> Academy Road Ashington NE63 9FZ</p> <p><b><u>James Knott Campus</u></b> Norham Road Ashington NE63 0LF</p> <p><b><u>Thomas Bewick Campus</u></b> Moorhouse Lane Ashington NE63 9LP</p> <p><b><u>Grace Darling Campus</u></b> Central Parkway Newbiggin by the Sea Northumberland NE64 6RT</p> <p><b><u>William Leech Campus</u></b> Church Square Lynemouth Morpeth NE61 5TR</p>
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	<p>If your child has more severe needs or profound, multiple learning difficulties we provide Special School provision at <b>The Centre</b> which is part of the Josephine Butler Campus.</p> <p>Please find all contact details at the end of this document.</p>
<p><b>How accessible is the Academy?</b></p> <p><b>Accessibility</b></p>	<p>All campuses at the Northumberland Church of England Academy are fully accessible and we comply with the requirements of the Equality Act 2010.</p> <ul style="list-style-type: none"><li>● Disabled access to all campuses and playgrounds.</li><li>● All entrances and exits meet requirements for wheelchair users.</li><li>● Disabled parking spaces in all campus car parks.</li><li>● Accessible toilets and facilities at all campuses.</li></ul>
<p><b>What is the purpose of The SEND Information Report ?</b></p>	<p>Our SEND Information Report has two key purposes:</p> <ul style="list-style-type: none"><li>● To provide clear, comprehensive and accessible information about the provision available for all children in our Academy.</li><li>● To demonstrate how the Academy meets the needs of pupils with SEND to parents/carers and all stakeholders and how it will review and adapt to meet all future provision requirements.</li></ul>
<p><b>Policies</b></p>	<p>The following Academy policies are available on the Academy website:</p> <ul style="list-style-type: none"><li>● SEND</li><li>● Safeguarding</li><li>● Behaviour</li><li>● Equality and Diversity</li><li>● Medical Policy - If your child has medical needs please refer to this policy.</li><li>● Accessibility Plan</li><li>● Admission Policy</li></ul>



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<b>How does a child get a place at one of Academy Campuses?</b>	<p>The Governors are the Admissions Authority for the Academy, however parents/carers interested in a place for their child must make an application via Northumberland County Council. The Academy Admissions Policy for casual admissions is available on the website.</p> <p>An Academy allocation by Northumberland County Council will be followed by a contact phone call from Academy staff. A visit to a campus will be arranged and a 'Welcome Pack' will be sent to parents/carers. The visit provides an excellent opportunity to meet the pupils, staff and the Head of Campus.</p>
<b>What type of placement is available at the Academy?</b>	<p>We are an all age Academy. The vast majority of our pupils attend the Academy on a full-time basis.</p> <p>Our Early Years Centres at William Leech, Robert Stephenson and Thomas Bewick Campuses provide settings for children from the age of two. Each session operates for three hours. We also work closely with "Rascals" who have a provision for two year olds situated next to our Grace Darling campus in Newbiggin by the Sea.</p> <p>All Primary Campuses have a Nursery offering part-time placements of fifteen hours per week. Please contact the Academy if your 3 or 4 year old is eligible for 30 hours of nursery provision.</p> <p>Most children enter the Academy in Nursery or Reception Class but we welcome children as casual admissions in all year groups.</p>
<b>What proportion of children currently at the Academy have SEND?</b>	<p>Currently 24% of our pupils are registered on our SEND Support List. This does not include The Centre where 100% of pupils have an EHCP / Statement.</p> <p>In addition to this, pupils will receive additional support in reading, writing and mathematics if required. These children receive intervention support either on an individual or group basis.</p>
<b>How much support will my child receive?</b>	<p>All the Academy staff are well qualified and have access to further continuous professional development whenever required.</p> <p>All our pupils have access to a skills based, broad, balanced and creative Early Years Foundation Stage followed by the National Curriculum. Our pupils receive an appropriate balance of whole class, small-group and individual teaching.</p> <p>If a child is assessed to have special or disability needs or needs which are deemed to be additional to or different from the majority of the children within our Academy, the Academy will ensure that additional support is available to them.</p>
<b>What resources are available at the Academy?</b>	<p>The Academy campus buildings are light and modern. Most campuses have a well-stocked library, an ICT suite, dining and assembly hall. All classrooms have access to ICT facilities to support pupils' learning.</p> <p>Every campus has additional rooms available for pupils who require additional support or intervention or when they need a</p>



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	<p>quiet space that is distraction-free.</p> <p>Large accessible outdoor play areas include Early Years outdoor classrooms, gardens, reflection areas, playgrounds, trim trails and fields.</p> <p>Each Campus also has a quiet, private room to meet with parents and other visitors to the Academy.</p>
<b>How do children travel to the Academy?</b>	<p>Some children walk; cycle; scooter; arrive by private car or arrive by taxi / transport.</p>
<b>What specialist services are available at the Academy?</b>	<p>Specialist staff on site:</p> <ul style="list-style-type: none"><li>● Speech and language therapist - Miss Julie Carr, telephone: 01670 816111 ext: 395</li><li>● Talk Boost trained staff to lead Speaking and Communication intervention groups</li><li>● Speech and Language teaching assistants</li><li>● Read Write Inc trained staff to lead English teaching and intervention phonics groups</li><li>● ELSA trained staff to lead intervention and nurture groups</li><li>● Specialist Sports teachers</li><li>● Specialist Music teachers</li><li>● Specialist Modern Foreign Language teacher</li><li>● Specialist STEM teachers</li></ul> <p>We also have access to wide range of services to support our pupil's health and education, these include:</p> <ul style="list-style-type: none"><li>● NHS Speech and Language Therapists</li><li>● Physiotherapists</li><li>● Occupational Therapists</li><li>● NHS Academy Nurses</li><li>● Specialist Teachers for the Hearing Impaired and the Visually Impaired</li><li>● Communication Support Service</li><li>● Educational Psychologists</li><li>● Children and Young People's Service (CYPS)</li></ul> <p>A range of other experts work in our Academy and these include:</p> <ul style="list-style-type: none"><li>● Musicians- Singing, class, small group and 1-1 instrument tuition.</li><li>● Artists in residence for textiles and ceramics</li><li>● Sport Coaches- Cricket, Tennis, Gymnastics, Athletics, Tag Rugby, Multi-Sport.</li></ul>



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<b>What specialist equipment is available to support SEND?</b>	Occupational therapy resources e.g. lap cushions; wobble cushions; tangle toys; putty; high steps; individual workstations; ear defenders; special pencils with handgrips; writing slopes; sprung scissors. Accessible toilet Evacuation chair Quiet areas and individual work stations in class Rooms for intervention sessions Braille equipment and access to large print reading material Rooms for time out from class when required Limited access to The Centre's sensory garden and room
<b>What will my child learn at the Academy?</b>	Our curriculum is based upon the Early Years Foundation Stage Framework and the subjects of the National Curriculum. Every pupil is offered a broad and balanced curriculum that is appropriate to his or her age and stage of development. The majority of our SEND pupils make good progress in their development of skills including those in reading, writing and mathematics. All pupils are prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' emotional, spiritual and social skills and on giving them the skills and knowledge that will allow them to live a good quality of life as young people. In addition to our whole class teaching we use a rich variety of tried and tested interventions and programmes to support our pupils learning and these include: <ul style="list-style-type: none"><li>● Letters and Sounds</li><li>● Precision teaching</li><li>● Action Words</li><li>● Sound Linkage</li><li>● Talk Boost</li><li>● Simple Semantics</li><li>● Talk About It</li><li>● ELSA</li><li>● Challenge Maths group</li><li>● Challenge Reading Group</li><li>● Nurture Groups including gardening club and Lego therapy</li></ul> All interventions are accessed either through group or individual sessions according to the needs of our children.



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<p><b>How do you promote inclusion within the Academy? Including for day and residential trips</b></p>	<p>Children with SEND are fully included in all activities in Academy as well as on day trips and residential visits. If needed additional support is provided to ensure support and safety of individual pupils.</p> <p>Inclusive lessons are provided with adjustments made to meet the needs and learning styles of individual children.</p> <p>Multi-sensory teaching strategies and a range of resources are available including laptops, visual timetables and working memory activities.</p> <p>Individual Education Health Care Plans (EHCP) for pupils when needed.</p> <p>Personalised Learning Programme to meet individual needs.</p> <p>When appropriate, additional funding is sought to provide further support and resources.</p> <p>Support staff and lunchtime supervisory staff are aware of the particular needs of specific children.</p> <p>Adjustments to less - structured aspects of the Academy day to accommodate the needs of individual pupils.</p> <p>Peer support through the buddy system.</p> <p>Primary learning support mentors for individual pupils when needed.</p> <p>Communication friendly classrooms and sympathetic teaching approaches, accommodating individual learning styles.</p>
<p><b>How will I know what progress my child is making at the Academy?</b></p> <p><b>What are the arrangements for consulting SEND pupils?</b></p>	<p>Teachers assess pupils' formative attainment continuously on a day to day basis and make a summative assessment at key points in the year. Assessments are moderated internally and externally with colleagues to ensure that they are consistent and accurate. Pupils from Year One to Year Six are assessed against P Scales and National Curriculum Stages and end of Key Stage expectations. The Early Years Foundation Stage Profile is used to assess the attainment of our younger pupils.</p> <p>P Scales are used nationally and are linked to performance descriptions which have been written for use with pupils of all ages who have a range of special educational needs. There are eight descriptions termed P1 to P8 that lead to Year One of the National Curriculum. Pupils working beyond the P levels are assessed as outlined above.</p> <p>These processes enable us to monitor all our pupils' progress and provide valuable information to aid target setting for individual pupils. In this way we are able to address any concerns as soon as possible.</p> <p>Pupils' progress is discussed with parents/carers at our 'Parent Consultation Evenings' held in the Autumn, Spring and Summer terms. This is a great opportunity to observe and discuss pupil progress. Parents are always welcome to speak to members of staff through our appointment system. This can be either face to face or, if it is more convenient for parents, via the telephone. In addition to this, we review the progress and next steps of our pupils with Special Educational Needs during the termly parents' meeting and more often when required. The Head of Campus or Primary SENDCo is available to meet with parents/carers should they have concerns over their child's progress.</p> <p>When required we can operate a Home-School Liaison Diary to communicate essential information between teachers and</p>



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	<p>parents/carers. Staff write a message in the child's diary every day and parents are asked to do the same.</p> <p>The views of our SEND pupils are sought informally through simple questionnaires. From Year 3 onwards, more formal responses are gained through the PASS Survey (Pupil Attitudes to Self and School). Pupils' views are also recorded in the Pupil Profile documents.</p>
<b>How will my child's health and well-being be supported?</b>	<p>Pupil's emotional well-being is paramount to us and we take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us.</p> <p>Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of spiritual, moral, social and cultural experiences during their time at the Academy. Each year the pupils choose peers to be representatives on our Student Council. They carry out a wide range of roles to support the development of the Academy.</p> <p>Staff treat pupils with respect and have high expectations of them. Much emphasis is placed upon developing pupils' confidence and self-esteem and ensuring that all our pupils feel valued. Relationships between pupils are excellent. All children are taught what they should do if they experience any form of bullying.</p> <p>There is a positive learning environment at the Academy and staff provide excellent role models. Our behaviour plan follows the "Good to be Green Scheme" which encourages pupils to take responsibility for their actions from the minute they start school at the Academy.</p> <p>The Academy has qualified Emotional Literacy Support Assistants that work with pupils who need additional emotional support.</p> <p>The Academy operates a 'Buddy system' which allows older pupils to support and act as positive role models for younger children at the Academy.</p> <p>We also run prayer groups where children support the Academy, local and church community. Sally Milner is our chaplain who works across all campuses and is available for all children and parents/carers.</p>
<b>What training do staff at the Academy have?</b>	<p>We have a bespoke continuing professional development programme which is accessed by all staff. All staff receive comprehensive and on-going training in meeting the needs of our pupils.</p> <p>Whole staff training includes: Safeguarding and SEND.</p> <p>The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole Academy improvement.</p> <p>All teachers and teaching assistants undergo yearly appraisal procedures which identify any training needs.</p>



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<b>How does the Academy support families?</b>	<p>The Academy establishes a relationship with parents/carers prior to their child starting our 2 year old provision, Nursery or Reception class and we strive hard to ensure that this is a positive experience for parents/carers and other family members. Parents/carers are encouraged to play an active role in their child's education. All parents of children starting our 2 year old provision and Nursery receive a home visit prior to starting school. Parents of children starting Reception in September are invited to meetings in the second half of the Summer term with the class teacher to enable a smooth transition into school and to enable us to get to know your child and his or her needs well. The children attend transition visits so they can get to know their new teachers and friends.</p> <p>When required Early Health Assessments (EHA) are authored. Multi-agency meetings are subsequently held at regular intervals. These can be a valuable source of support for parents/carers.</p> <p>The Academy provides learner welfare support. The Learner Welfare team can support your child in school and help to support any additional issues you may be experiencing at home. The Academy can signpost parents to parenting programmes such as "Triple P", "Incredible Years" and other local parent support groups and organisations. They have a wealth of knowledge and ideas for support and are very keen to help the children, parents/carers and their families. They can also suggest the names of other local and national organisations that may be able to help.</p> <p>Parents/carers are always welcome to speak to members of staff and are asked to make an appointment with the class teacher, this can be either face to face or via the telephone, if it is more convenient for parents.</p>
<b>What activities are available to children outside of the Academy day?</b>	<p>The Academy operates after school Sports Clubs please contact each campus for full details of sports clubs that are currently being held.</p> <p>Residential visits are available to Year 5 pupils who visit and stay overnight in Robinwood near Hexham during the Spring term.</p> <p>Our Year 6 pupils visit Whithaugh Park Adventure Centre in the beautiful landscape of the Scottish Borders in the Summer term.</p> <p>Children can attend Breakfast Club and After School Club at some of the campuses. Individual campuses will provide you with further details. Please contact them directly.</p>
<b>How will the Academy support my child at times of change?</b>	<p>In the Early Years all children are invited for a series of taster sessions prior to their admission to the Academy. Time is spent talking with parents/carers, as we respect that they know their child better than we ever could. These approaches allow our staff to gain as much information as is practical to support a child's admission to the Academy.</p>



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	<p>When children move year group this is supported through a visit for the child to the new class on Transfer Day and, where necessary, we produce a “My New Class” booklet containing pictures of the new classroom, teacher and teaching assistants. We also arrange transfer sessions for pupils transferring to Josephine Butler Secondary School. These transition sessions cover:</p> <ul style="list-style-type: none"><li>Meeting new staff</li><li>Getting to know the layout of the secondary campus</li><li>Play times</li><li>Lunch times</li></ul>
<b>Who was consulted about this SEND Information Report ?</b>	<p>The SEND Information Report for The Northumberland Church of England Academy is shared with Governors, Parents/Carers and Staff.</p>
<b>What can a parent do if they feel that The SEND Information Report is not being delivered or if their child's needs are not being met?</b>	<p>If a parent has concerns about the provision available to their child at The Northumberland Church of England Academy they are invited to discuss these promptly with their child's class teacher in the first instance. If the class teacher is not available the Heads of Campus or Primary SENDCo will be available to meet with you at a convenient time.</p>
<b>How will The SEND Information Report be reviewed?</b>	<p>The SEND Information Report will be formally reviewed and updated on an annual basis to ensure that it is up to date. Governors, parents/carers and staff will be invited to take part in this process.</p>



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**Who can I contact for further information about the Academy?**

If you require any further information about The Northumberland Church of England Academy please do not hesitate to contact:

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**The Primary Campuses**

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The Northumberland County Council Local Offer can be found at:

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>