

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

SCHOOL NAME:	The Centre, Northumberland Church of England Academy		
TYPE OF SCHOOL:	Specialist provision catering for children and young people with complex needs – including children with severe or profound and multiple learning difficulties, multi-sensory impairment and autistic spectrum disorder.	Age range 2 -19 years	
ACCESSIBILITY:	Wheelchair accessible Interactive whiteboards and accessible technology	Fully in School Building The site is both safe and secure	
CORE OFFER:	Are you currently able to deliver your core offer consistently over all areas of your school? YES We are a fully inclusive school.		
POLICIES:	Are the school policies available on the website for:	SEN	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES
	Additional policies also available on the website		
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		YES
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	<p>Areas of strength</p> <p>Specialist teachers and support staff</p> <p>Small class groups – usually 8-9 pupils per class with, as a minimum, 1 teacher and 2 teaching assistants and additional staff where needed</p> <p>Our curriculum is based upon the Early Years Framework, the subjects of the National Curriculum and a broad and varied Sixth Form Curriculum which consists of Functional Skills, Life Skills and externally accredited units of work.</p> <p>Every child is offered a broad and balanced curriculum that is appropriate to their age and stage of development.</p> <p>Each child receives a personalised curriculum that is differentiated to account for their needs and abilities.</p> <p>In house moving and handling trainers</p> <p>Teaching assistants with additional qualifications in the area of Speech and Language Therapy</p>		
	<p>Specialist Facilities/Equipment to support SEND</p> <p>Where appropriate specialised equipment such as hoists, specialist seating, specialist cutlery and communication aids are available to pupils</p> <p>Disabled toilets and shower facilities.</p>		

	<p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>Access to Speech and Language Therapy, Occupational Therapy and Physiotherapy</p> <p>Specialist Teachers for the Hearing Impaired and the Visually Impaired</p> <p>In addition, clinics are regularly held in School for pupils and their families and these include: School Dentist and Medical appointments carried out by Paediatricians and other Consultants, CYPS (Children and Young People's Service) appointments with Consultant Psychiatrist.</p> <p>Access to medical support via the school nurse</p>
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>All children have access to all activities and all trips, adaptations may be made with certain activities and lessons where appropriate.</p>
	<p>What proportion of children currently at The Centre have an SEND?</p> <p>100%</p>
PARENT SUPPORT INVOLVEMENT/LIAISON:	<p>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>Open door policy for all Parents</p> <p>Planned transition events</p> <p>Annual Review of Statement/EHCP meetings</p> <p>Daily Home School Diary and telephone contact</p> <p>IEPs shared termly/parent consultations</p> <p>Regular Coffee Mornings/Enterprise Days</p>
	<p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>We have carefully planned and structured transition programmes. These are personalised to the individual needs of pupils and may include visits to current schools/placements, carefully planned induction programmes to introduce pupils to The Centre.</p> <p>As part of the sixth form curriculum, students are prepared for the next phase of their education – including developing independence in home skills, and where appropriate, independent travel and work experience.</p>
COMPLETED BY: (Name and position)	Sara Wild, Principal Director, The Centre
DATE COMPLETED:	September 2016
REVIEW DUE:	September 2017