

Northstead Community Primary School SEN Information Report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Northstead School SEN information report

Date: March 2021

Link to SEN Policy:

<https://www.northsteadprimary.co.uk/web/ckeditor/kcfinder/upload/files/POLICIES/SEN%20Policy%20Jan%202021.pdf>

What is the SENCo's name and how can I contact them? What is the name of the SEN governor?

The SENCo is Mrs Rachel Viney. She can be contacted on the school's number 01723 362249 or directly on rviney@northstead.n-yorks.sch.uk

The SEN governor is Mrs Catherine Mason who can be contacted via the school office.

What kinds of SEN are provided for in your school?

We value all children and work hard to adapt our provision so that all kinds of special educational needs are provided for in school.

Our school provides for the full range of SEND needs covering:

- **Communication and Interaction** which includes pupils with Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and Learning** which includes pupils with Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as Dyslexia
- **Social Emotional and Mental Health needs (SEMH)** which includes pupils with Attention Deficit and Hyperactivity Disorder (ADHD) and mental health needs such as Anxiety and Attachment Disorder.

- **Sensory and/or Physical needs** which includes pupils with Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)

2 What policies do you have for identifying children and young people with SEN? How do you assess their needs?

The *intent* is to ensure early identification of pupils with additional needs through the use of the graduated approach:

- Assess** the needs of the pupil
- Plan** the reasonable adjustments, support and provision
- Do** *implement* the plan of action
- Review** the *impact* of the SEND provision

Concerns can be raised by parents, teachers, the SENCo or outside agencies.

In school we identify and assess pupils requiring additional support through:

- Assessment data
- Observations
- Pupil progress meetings
- Regular inclusion meetings
- Submission of Concerns and Actions Proforma to the SENCo
- Initial meeting with parents, teacher and SENCo where the pupil may need to be placed on SEND Support

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child’s education?

For all pupils we have an open door policy encouraging a ‘child centred’ approach working closely with our parents/carers in identifying any concerns.

Parent Consultation Evening happen twice a year formally, with a third being offered to meet the new Class Teacher in the Summer Term.

Regular ‘Stay and Learn’ sessions take place once a term so that parents can engage in their child’s learning.

Parents are invited into school regularly to participate in wider school community activities such as family fun events, community projects, demonstrations of children’s work, school trips and many more.

More formal consultations for pupils on SEND Support involve:

SEND Reviews being held once a term inviting parents, teachers, SENCo and outside agencies to discuss their progress.

Those pupils with an Education Health Care Plan (EHCP) will have an annual review to discuss progress being made and any alterations to the EHCP.

Where a pupil is Looked After (LAC) a Personal Education Plan (PEP) Meeting will be held termly.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

Our pupils complete a Pupil Passport with their Class Teacher including:

- Things I really enjoy (in and out of school)
- What I can do well
- What I find difficult
- How best to support me/what I can do to support myself
- What is important to me now and in the future
- Anything else you would like us to know

This information is then shared and their views and aspirations are acknowledged. This informs future plans.

Pupils are encouraged to share their views with the School Council who have regular meetings with the Senior Leadership Team.

Pupils have regular check in's with Class Teachers or their Teaching Assistant to discuss provision.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

The My Provision Plan is continually reviewed but is discussed on a more formal basis at the termly SEND Reviews. This is discussed with the parent, pupil, teacher, SENCo and outside agencies (if required).

At the review we discuss what is going well, what are the challenges, current support and provision, targets/outcomes, progress being made and next steps.

The information provided is formed from assessment, observation, teacher analysis, pupil voice and any outside agency input.

Pupil Progress Meetings take place every Term which identifies any specific concerns and actions to support pupil progress.

6. What are the arrangements for supporting children and young people in moving between phases of education?

Nursery to EYFS our Phase Leader, Teachers and Deputy Head meets with all the Nursery's to gather information. Where a pupil has been identified as having additional needs or is on SEND Support, the SENCo will meet with the settings and the parents to discuss support and provision. This then ensures a smooth transition.

Transition within school is supported through teachers having time to meet with the previous teacher to discuss support and provision in place. There are two transition days where pupils can experience their new classroom and staff. Additional transition is arranged where required.

Transition to Secondary Schools involves inviting the SENCo to the Summer SEND Reviews as an opportunity to meet with the parents/carers and pupils. The SENCo meets with all the Secondary SENCo's to discuss in more depth support and provision required. Pupils SEND files are taken directly to the school. The pupils attend two days transition but where required additional days are organised with members of our school going with the pupils.

7. What is your School's approach to teaching children and young people with SEN?

At the heart of our approach is ensuring high quality first teaching for all pupils. A whole school inclusive approach is essential.

The SENCo works closely with all staff to ensure that provision meets the needs of the pupils. Where it has been identified a pupil requires additional and different, alternative approaches are used.

Our Approach:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Early and accurate identification is essential
- A graduated approach, using Assess-Plan-Do-Review is an effective way to implement and evaluate provision
- Promoting wellbeing will encourage pupils to maintain high standards of attendance, behaviour and achievement
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Examples of Whole School Approaches to ensure **consistency** of quality first teaching include:

The Write Stuff Approach (Jane Considine)
Reciprocal Reading Sessions
Class Read
The White Rose Maths Approach
Reasonable adjustments/differentiation to the curriculum
Retrieval Grids
Handwriting Sessions (Martine Harvey)
Implementation of the schools Behaviour Policy
Visual and practical resources readily available

Examples of other adaptations/resources available:

SEMH Team (in-reach)
TA Support
Visual Timetable
Coloured books and overlays
Pencil grips
Wobble cushion
Ear defenders
Twiddle distractions
Sensory room
Lunch time clubs (Nurture Club smaller environment)
Use of ICT (IPads, Chromebooks)

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

We have consistent and whole school approaches to support the curriculum and learning environments.

We assess the schools need at the time and ensure appropriate training is provided in line with the needs of our children.

A few examples of training received:

Compass Buzz
Read Write Inc
Autism and Communication and Interaction
Nurture Training
Academic Resilience
Specific Learning Needs (Dyslexia)

Additional support from within our school

Nurture Team (Learning Mentors)

The Learning Mentors who are ELSA trained lead Interventions including self-esteem, anxiety, emotional literacy, social skills, bereavement, resilience, friendship and managing strong emotions.

Internal referrals are made to the SWO. Once a referral has been agreed, this could be one of the following actions/support:

- Observation in class
- 1:1 support sessions
- Small group intervention
- Drop-ins
- Nurture lunch club
- Nurture breakfast club

SEMH Team

The team are here to support pupils with Social, Emotional and Mental Health (SEMH) needs around behaviours which disrupt or are becoming a cause for concern.

Support could be:

- Observation
- In-reach/out-reach support
- Classroom based support
- Check-ins
- Lunch/break support
- Risk Assessments
- SEMH Plans
- Use of the sensory room
- School trip support

Language Links Pilot

Our school has been included in pilot project to develop bespoke Language support which can be provided in school for the pupils who need it. This had led to focused assessments being carried out through the Language Links programme.

We have also been allocated a Speech and Language Therapist to work with us two days each week. This allows assessments of individual, identified pupils to be undertaken here in school. Follow up programmes and support can be provided through work in classes, with TA's or individual sessions with

the Speech and Language Therapist. As with all our school interventions, this programme is carefully monitored and evaluated as it moves forward.

Where necessary we involve further outside agencies to provide more specialist advice and support. This can be from one of the following agencies:

Inclusive Education Service (IES) referral for specialist support and advice:

- Communication and Interaction (EMS C&I)
- Cognition and Learning (EMS C&L)
- Social, Emotional and Mental Health (EMS SEMH)
- Hearing Impairment (HI Team)
- Visual Impairment (VI Team)

Medical:

- Paediatrics
- CAMHS
- Occupational Therapy
- Healthy Child Team
- COMPASS BUZZ
- COMPASS Reach
- SALT (NHS) SALT (Chatterbugs)

Paid Private Consultation:

- Educational Psychologist

Where there is a safeguarding and welfare concern the Safeguarding and Welfare Officer will make a referral to Children and Families Services.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The following evaluations of effectiveness are provided below:

- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on *My Provision Plan*
- Pupil Progress Meetings
- Completion of statutory functions by the SENCo related to referral for statement/education health care plans, termly meetings and annual reviews
- Focused monitoring by the SENCo, LA adviser and SEN governor
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Monitoring and evaluating of interventions
- Feedback from support agencies and Ofsted
- Analysis of data examining the progress of different vulnerable groups
- Local authority analysis of information and data about the school.

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

We are a fully inclusive school where all pupils are able to engage in activities provided. Reasonable adjustments are made and additional support put in place where required.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the

views of children and young people with SEN and measures to prevent bullying.

All pupils have access to our Personal, Social and Health Education which is co-ordinated by our PSHE Lead.

All staff have had training from Compass Buzz around Social, Emotional and Mental Health within the school. All staff have had training on Academic Resilience and use these approaches in school.

We have more specialist teams in school to provide more specific and personalised intervention. The Learning Mentors who are ELSA trained lead Interventions including self-esteem, anxiety, emotional literacy, social skills, bereavement, resilience, friendship and managing strong emotions. The SEMH Team also run 'Seeing Red' Intervention to support those children who struggle to manage their emotions.

The Learning Mentors and Safe Guarding and Welfare Officer run daily drop in's for any child who wishes to speak with them.

There are 3 post boxes in school for children to write any worries or concerns they may have which is then picked up by one of the team.

There are lunch clubs specifically around emotional wellbeing.

There are key workers on the playground to support during lunch and playtimes. There are also 'games leaders' to include children who struggle to engage in social activities.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The school works closely with all agencies to ensure the support and provision is fully supporting the range of needs of the pupils we have in school.

Pupils may require more specialist support. The SENCo will make a referral based on the identified need. To proceed with the referrals, permission must be acquired from the parent or carer.

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Where there is a safeguarding and welfare concern the Safeguarding and Welfare Officer will make a referral to Children and Families Services.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Details on our website contains the complaints procedure. This is the same for all pupils. There is a designated Governor for SEND who would be involved in resolving the complaint.