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**Northburn Primary School**

**Special Educational Needs and Disability (SEND) Information Report**

Updated: May 2020

<http://www.northburn.northumberland.sch.uk/website>

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**What is Special Educational Needs and Disability (SEND)?**

A pupil is defined as having SEND if they have:

* a significantly greater difficulty in learning than most others of the same age; and/or
* a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the *Equality Act (2010)*, a disability is a physical or mental impairment which has a long-term (at least 12 months) and substantial adverse effect on a person's ability to carry out normal day-to-day activities. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

There are four broad areas of need (*Code of Practice*, *2015*):

# Communication and interaction - speech, language and communication needs (SLCN), or Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.

# Cognition and learning - moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

# Social, emotional and mental health difficulties e.g. social difficulties, mental health conditions, emotional difficulties.

# Sensory and/or physical needs - vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or physical disability (PD).

**Northburn Primary School and SEND**

The school is a Local Authority Primary School for pupils aged 4-11 with a 46-place Nursery. It is fully inclusive: pupils with SEND are part of whole school teaching and learning and where reasonably possible, the curriculum is tailored to meet the needs of all learners. All pupils matter to us and we celebrate diversity, similarities and personal achievements. Pupils' needs and personal aspirations are nurtured through a varied and flexible curriculum and the individuality of every pupil is valued regardless of gender, ethnicity, social background, religious beliefs, abilities, needs or behaviour.

The provision for pupils with SEND is one of our strengths and the school is well-respected within the local community for supporting such pupils. Staff plan for high-quality teaching and learning which is underpinned by the graduated approach.[[1]](#footnote-1) Our curriculum allows pupils to develop skills, knowledge and understanding with a mind-set that encourages creative thinking and the ability to reason and problem-solve and so become resilient learners. Our pupils with SEND make good progress.

Adhering to the *Code of Practice (2015)*, we make reasonable adjustments, providing pupils with the support they need to ensure they can work alongside those who do not have SEND. All pupils have access to a seven-year (eight-year for those attending nursery) aspirational curriculum where knowledge and skills are linked to ensure that every pupil makes progress from their starting point and that progress is maintained. Our overarching aim is to make a positive difference and ensure all pupils feel secure and happy to allow them to make a positive difference and enable everyone to fulfil their personal goals.

Every pupil with SEND has an entitlement to fulfil their potential. This is achieved by ensuring the well-being of all pupils so they are able to access the curriculum and learn within an environment which is sympathetic to their learning needs. Our aim is that all pupils achieve age-related expected standards. Some pupils will exceed these standards and some will need additional support to reach their potential. We have high expectations for all pupils including those with an identified special need, and we set ambitious, personalised targets.

Pupils with SEND are encouraged to participate fully in school life including the curriculum, break and lunch times and assemblies. They are also encouraged to attend breakfast club, participate in school visits and/or the Year 6 residential visit. We actively promote participation in extra-curricular activities and, with reasonable adjustments, enable pupils with additional needs to participate fully in school life.

The *Accessibility Plan* describes how Northburn has regard for, and implements, accessibility for disabled pupils in three areas:

* increasing the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities, appropriate support provided by the school if needed);
* improving the environment in which disabled pupils can take advantage of education and associated services provided; and
* improving the accessibility of information to disabled pupils, parents and carers - working together to benefit your child.

The school building is accessible to pupils with a physical disability and we ensure equipment /resources are accessible to all pupils regardless of needs. You can find our *Accessibility Plan* [here](http://www.northburn.northumberland.sch.uk/website/send/174525). It also provides an overview of Northburn's equality information and objectives.

Currently, provision and support for pupils with SEND exists across school with differing provision being made for:

* Autistic Spectrum Disorder (ASD),
* Specific Learning Difficulties (SLD) such as dyslexia,
* Moderate Learning Difficulties (MLD),
* Social, Emotional and Mental Health issues (SEMH),
* Speech Language and Communication Needs (SLCN), and
* Visual Impairment (VI).

About 5% of our pupils are currently on the SEND register. Some will remain on this register throughout their time at Northburn but many make good progress and are on the register only for a limited time. Some pupils may receive additional support and intervention but are not placed on the SEND register. Currently on the SEND register, 65% have difficulties with communication and interaction, with 29% of these having a diagnosis of autism; 38% have difficulty with cognition and learning; none have social, emotional and mental health difficulties; and 6% have sensory and/or physical needs. Seventy-six per cent are boys.

Our last Ofsted inspection in June 2017 praised the provision for pupils with SEN recognising it as a "strength". The report also recognises that as a group these pupils made "good progress":

"Early identification, high expectations and prompt support or challenge are well embedded. Interventions are tailored to meet individual needs expertly. Parents and pupils contribute to the detailed personal profiles which map out tailored programmes of work."

All pupil progress is tracked using FROG (our assessment system) by the class teacher, key stage team, subject leader, Special Educational Needs Coordinator (SENCo) and Senior Leadership Team (SLT) to make accurate assessments and analyse data of all pupils and their individual needs. SEND pupil progress is monitored individually and as part of their year group. This data are analysed by SLT and reported to school governors and our School Improvement Partner.

**Outcomes for Pupils with SEND**

In 2017, Analyse School Performance (ASP) data shows that although attainment for Northburn SEND pupils achieving the expected standard was below the national average, our rates of progress were above or significantly above those of all pupils nationally. We recognise that attainment and progress is often dependent on a pupil's specific learning needs, and in 2018 SEND pupils across all key stages made progress and maintained this progress from their starting point.

As noted in the Local Authority Annual Review (Autumn, 2018), SEND pupils make good progress across Key Stages 1 and 2, particularly in writing. The Local Authority monitors provision for those in receipt of high-needs funding and in March, 2019 concluded that needs are fully met and that provision is of a high standard.

In 2019, as noted by Local Authority Annual Review (Autumn, 2019), the curriculum is well-designed and flexible, meeting the needs of all pupils. Progress continues to be rated as good in writing and maths; and progress was weaker in reading but was improving compared to SEND nationally.

**Developing and Enhancing SEND Provision at Northburn**

2017-2018

* Continue with participation in the evaluation of the *Accelerated Reader* programme with NFER.
* Continue with supporting the Erasmus European project on *SEN and Inclusion*.
* Develop individual *Pupil Profiles* which will be up-dated termly by Key Stage teams and shared with parents.
* Provide additional meetings with the SENCO for parents of pupils on the SEN register.
* Provide training for staff to track pupils on SEN register further using *IASEND* programme (which allows pupil profiles to be tailored to track individual pupil progress by creating a learning profile based on their specific learning barriers).
* Continue to provide training for teachers and teaching assistants to enable them to provide and deliver quality-first teaching and interventions when required.

2018-2019

* Continue with participation in the evaluation of the *Accelerated Reader* programme with NFER for Years 3, 4 and 5 pupils.
* *Pupil Profiles* have been adapted to become a *Passport*[[2]](#footnote-2)which put the pupil (and their parents/carers) at the centre of learning. These *Passports* provide a summary of the pupil, their needs and how best they are supported. They are regularly reviewed.
* Teaching staff and teaching assistants in Early Years and Key Stage 1 have received further training in *Read Write Inc*.
* Staff have received training with Management of Actual or Potential Aggression (MAPA), Zone of Regulation, dyslexia, the graduated response and SMART targets.
* Staff have developed their knowledge of the graduated approach and writing SMART targets to support them in meeting the learning needs of pupils, providing Quality-First Teaching (QFT) (and where needed interventions).
* Miss Dawson and Mrs Scott have worked alongside the Autism Support Service to further support identified pupils diagnosed with Autistic Spectrum Condition (ASC).

2019-2020

* Continue with participation in the evaluation of the *Accelerated Reader* programme with NFER extending to include Years 2, 3, 4, 5 and 6 pupils.
* Adapt *Passports* to show the graduated approach with review of each cycle (three times a year, analysing the impact of additional support and access arrangements).
* Staff have received training with regards to Management of Actual or Potential Aggression (MAPA) and Zones of Regulation.
* Behaviour Policy has been reviewed to incorporate Zone of Regulation and how these are applicable to each phase.
* Staff have begun to review the eight-year curriculum to ensure knowledge and skills learned are built upon and developed.

Our plans for developing and enhancing SEND provision next year (2020-2021) include:

* Staff to receive further training regarding the writing of SMART targets.
* Adapt *Passports* further to show a bigger picture with regards to pupils' attainment and progress throughout school.

**Identifying and Responding to** **SEND**

A range of information is used to identify pupils with additional needs or SEND.[[3]](#footnote-3) This can include information from the pupil, parents, teachers as well as assessments. These assessments, conducted by staff for all pupils, monitor pupil progress and support staff in identifying any pupils who:

* continue to make less than expected progress given their age and individual circumstances and concerns are ongoing;
* require long-term additional support/intervention; and
* are on the SEND register.

Once a these pupil has been identified, a personalised *Passport* is created. A *Passport* does not mean that a pupil is placed on the SEND register. Rather, a *Passport* allows staff to track and monitor pupil progress as a result of any additional support or adjustments put in place.

If a pupil has a *Passport*, the class teacher will notify the pupil's parents and will explain any additional support to consolidate or accelerate learning. Such support takes the form of a four-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports them in making good progress and securing good outcomes. This is a graduated approach following the assess, plan, do, review (APDR) model.

If appropriate, the school may seek more specialist advice or guidance from the Northumberland County Council SEND Support Team on further interventions after consultation with parents. Examples of support available from Northumberland County Council SEND Support Team include:

* Specialist teachers for autism,
* Educational psychology,
* Behaviour support,
* Social services provision,
* Speech therapists and support for speech and language,
* CYPS (Children and Young Person Service) assessment service,
* Hearing and visual impairment specialist teachers,
* Occupational and physiotherapy services,
* School nurse, health visitors and family support workers, and
* Primary mental health service.

Any member of staff, or parent, if concerned about a pupil, can refer to the SENCo. A meeting will then be organised between school and parents to discuss arrangements for support. Working together, we will discuss teaching which can be targeted at identified area/s of weakness and relevant actions that can be taken to support your child and help them achieve.

**Supporting SEND at Northburn**

**Teachers** are responsible and accountable for "… the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" (*Code of Practice, 2015*). This includes, but is not limited to:

* planning and reviewing support for pupils identified with SEND, in collaboration with parents, the SENCo and, where appropriate, pupils;
* setting high expectations for every pupil, aiming to teach a full curriculum whatever a pupil's prior progress;
* planning lessons to accommodate differing abilities, addressing potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential;
* being accountable for the progress and development of the pupils in their class; and
* being aware of the needs, outcomes sought, and support provided to any pupils with SEND.

For pupils with an Education, Health and Care Plan (EHCP), teaching arrangements are adapted further as determined by their EHCP.

**Teaching support staff** receive regular training and have accredited qualifications in a range of SEND. Teaching support staff are trained to deliver English, maths, speech and language and social skills interventions. These interventions have been developed through an active research process and have a proven record of success. For example, some of the interventions we offer include: *Read Write Inc*. and *Stop Editor* to support pupils with English, *Numicon* to support pupils with dyscalculia, and *Talkboost* to develop speech and language. We continue to use *Accelerated Reader* in Years 2 to 6.

We have expertise within the school to support pupils with a range of needs including:

* Literacy and specific literacy difficulties including dyslexia,
* Maths including dyscalculia,
* Speech and language,
* Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD),
* Hearing impairment,
* Visual impairment,
* Attachment disorder,
* Dyspraxia,
* Downs Syndrome, and
* Emotional Learning Support Assistants (ELSA), to support well-being and mental health.

This is not an exhaustive list.

For the most part, where possible, pupils with SEND are taught in the classroom alongside their peers. However, teaching support staff may when relevant, appropriate or advised by specialists, support individual pupils and deliver one-to-one and group interventions.[[4]](#footnote-4) Interventions are overseen by teachers and may also be overseen by services and specialists not working in school. Outside specialists may offer guidance and recommendations. The impact of all interventions is monitored by the SLT and the SEND Governor.

To support pupils with SEND in the learning environment, Northburn responds to, and seeks training for all staff to improve teaching and learning opportunities for pupils with SEND. This includes whole-school and individual training. We aim to identify areas that we can improve so we are able to meet the needs of all our pupils.

**Supporting Learning for pupils with SEND**

For all pupils, class teachers practise excellent targeted classroom teaching also known as "quality-first teaching" (QFT) where the use of specialist trained staff in school and the provision and use of equipment support pupils' access to learning. QFT can also include the use of external specialists from education, health and social care services as and when appropriate, and these are "reasonable adjustments".

QFT and additional interventions are defined through our annual dialogue across the school which allow us to identify pupils' needs and seek guidance, support or advice from specialists and/or resources for pupils with higher needs. QFT is regularly reviewed and recorded so we know what we offer every pupil. Associated discussions serve to embed our high expectations among staff about QFT and the application of a differentiated and personalised approach to teaching and learning. We discuss aspirations with all learners.

**Further Support - Education, Health and Care Plan (EHCP)**

Some SEND pupils may additionally require an EHCP which helps to, "…raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions" (*Code of Practice*, *2015*).

If the provision for a pupil does not support them to make expected progress or s/he has higher needs, the school, parents, or (where appropriate) the young person themselves, can request that the Local Authority carry out a statutory assessment of needs to determine if they would benefit from an EHCP. If the Local Authority agrees that their needs are sufficiently complex, they will instigate an assessment. The parents, the pupil (if appropriate) and professionals will contribute to a dialogue to establish appropriate provision.

The EHCP is reviewed yearly (or bi-annually if the pupil is in the Early Years Foundation Stage) and involves parents, professionals and (if appropriate) the pupil. These meetings (usually held in school) outline the individual/small group support needed. It will have long- and short-term goals that outline provision for your child's needs to secure the best possible outcomes for your child, preparing them for adulthood.

If a pupil already has an EHCP, they are likely to continue to need specialist support from outside professionals. The SENCo liaises with all professionals to ensure that a coordinated plan of support is devised in collaboration pupil and parents.

**Checking Progress of Pupils with SEND**

The progress of pupils with SEND is continually monitored using *FROG* by the class teacher and, if required, further support is put into place. This progress is moderated regularly within key stage teams to ensure that correct judgements are made. SLT regularly monitors and formally reviews the progress made by individual pupils including those with SEND. For pupils with an EHCP, progress is also formally reviewed at an Annual Review.

Interventions are reviewed at the end of each half-term or at the end of the targeted intervention period. Liaison between staff ensures learning is built upon in class and resources are available to aid independence.

At the end of Key Stages 1 and 2, all pupils are required to be formally assessed using Standard Assessment Tests (SATs). If appropriate, we are able to apply for additional time, a reader, or a scribe. For the Year 6 SATs, the decision is not made by the school but it will make an application to the Department of Education.

**Supporting Parents/Carers**

When a pupil is identified as requiring additional support or SEN, the class teacher will create a *Passport* which will be discussed with parents (and where appropriate, the pupil themselves). In this meeting, we review progress which is shared with parents (and where appropriate, the pupil). If a specialist has been involved, this information will be discussed with parents or where this is not possible in a report.

In addition to Parent Consultations (occurring in October and February), we have 'drop-in sessions' once a term where you can see your child’s teacher or the SENCo.

**Supporting SEND Pupils moving between Phases of Education**

We recognise transition can be difficult for a pupil with SEND and we take steps to ensure that transition is as smooth as possible.

Moving classes/phases in school:

* Information is passed to the new class teacher in advance and a planning meeting takes place with the new teacher. All *Passports* are shared with the new teacher.
* All pupils have an opportunity to spend a session with their new class teacher for September at the end of the summer term.
* Individual transition arrangements are be made for pupils who require a personalised approach.

Moving to another school (Primary/First or Middle):

* We contact the other school's SENCo and to ensure that s/he knows about any special arrangements or support that needs to be made for your child.
* We ensure that all records and the *Passport* are passed on.
* Individual transition arrangements can be made for pupils who need a personalised approach.

Moving to secondary school:

* The SENCo meets with the SENCo and the Head of Year 7 from the secondary school (usually Cramlington Learning Village, CLV) to discuss the needs of your child and the support needed.
* We discuss transition at a review meeting with the SENCo of their new school.
* Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
* Your child will have the opportunity to make additional visits to their new school, if appropriate.
* Individual transition arrangements can be made for pupils who need a personalised approach.

**What do I do if I am unhappy about the provision my child receives and/or wish to complain?**

We recognise the importance of communication with parents and ensure that the relationship with all parties is supportive. Staff will discuss any problems with parents. If you have any concerns, please let us know. We want to work with you in the best interests of your child. If after discussion you still feel unhappy, you can complain. Please contact the school for a copy of our complaints policy.

**Coronavirus Pandemic 2020**

As a direct result of the COVID-19 (coronavirus) pandemic, schools across England closed on Friday 20th March to all pupils except those of key workers and vulnerable pupils including those who have an EHCP. For parents of pupils with an EHCP who wanted their child to attend school and following Department for Education guidance, a risk assessment was carried out to ensure that the school could meet pupil needs safely. For those EHCP pupils who were shielding, school kept in regular contact with parents and ensured they were supported with home learning. Since the wider re-opening of schools (1st June), 53% of pupils on the SEND register on average have attended daily with other pupils continuing to be supported with home learning.

For further information, refer to the [Northumberland County Council Local Offer](https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx).

**Policies**

Policies for identifying children and young people with SEND and assessing their needs:

* Special Educational Needs and Disability (SEND);
* Safeguarding and Child Protection;
* Behaviour and Anti-Bullying and E-Safety;
* Equalities and Accessibility;
* Social, Moral, Spiritual and Cultural (SMSC);
* Sex and Relationships Education (SRE);
* Pupil Premium;
* Looked after children (LAC),
* Support Pupils with Medical Conditions.

All staff and Governors are aware of Prevent Duty (prevent radicalisation and promote British values) and have received training.

**Contact Information for Key SEND Staff at Northburn**

**Miss Lucy Dawson** (SENCo) completed the SENCo Award December 2017

ldawson@northburnprimary.co.uk; telephone: 01670 739 111

**Mrs Clare Scott** (Headteacher)

clare.scott@northburn.northumberland.sch.uk; telephone:01670 739 111

**Mr Andrew Gullon** is the Governor for SEND

Telephone: 01670 739 111.

**Further Information**

Parents can contact *Northumberland**Information, Advice and Support Service* (IASS) who offer a free and confidential service which provides impartial information, advice and support to families of children and young people with SEND.

iass@northumberland.gov.uk; t**elephone**: 01670 623555

<https://www.northumberlandiass.org.uk/>

For further information from Northumberland County Council regarding, advice and support for children and young people with SEND [click here](https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Information-advice-support.aspx).

There are a number of charities that can offer support (e.g. Toby Henderson Trust for pupils with autism and their families). See [Northumberland County Council Local Offer](https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx).

1. For more information on the Northumberland County Council Graduated Approach [click here](https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Final-GA-Parents-June-2018_1.pdf). [↑](#footnote-ref-1)
2. A *Passport* is a pupil-centred document recognising the SEND or additional support. It aims first, to remove barriers to learning; second, to put in place an effective special educational provision which will enable pupils to make good progress (tracking progress); and third, enables staff to monitor the effectiveness of support and interventions on a pupil's progress. Each *Passport* is developed through a dialogue with the pupil, parents, teachers, teaching assistants and other professionals (when involved), and identifies features of additional support and/or access arrangements provided to meet a pupil's needs. [↑](#footnote-ref-2)
3. Some pupils, on arrival at Northburn are already identified with SEND and/or with an Education, Health and Care Plan (EHCP), in which case the SENCo will liaise with the previous school, nursery or setting to ensure a smooth transition and continuity of provision. [↑](#footnote-ref-3)
4. Pupils are not supported by individual members of staff during lessons as we aim to promote independence, not reliance. They do not have a named teaching assistant who supports them throughout the day. [↑](#footnote-ref-4)