

Northburn Primary School

Special Educational Needs and Disability (SEND) Report

Updated: September 2017

Northburn Primary School, Cramlington is a Local Authority Primary School for pupils age 4-11. There is also a 52-place Nursery.

At Northburn Primary School, all pupils matter. We aim to provide a varied, balanced and rich curriculum that can be personalised to meet the needs of pupils with differing learning styles and additional needs. By creating an environment where individual talents and aspirations are nurtured, pupils – will be able to fulfil their potential to lead a successful life becoming valued and responsible citizens.

<p>ACCESSIBILITY:</p>	<p>The <i>Equalities Policy</i> can be found on our website along with the <i>Accessibility Plan</i>, which provides an overview of equality information gathered and objectives.</p> <p>School Website: http://www.northburn.northumberland.sch.uk/website</p> <ul style="list-style-type: none"> • The building is accessible to pupils with a physical disability. • We ensure that equipment is accessible to all pupils regardless of needs. • Extra-curricular activities are accessible for pupils with Special Needs and Disability (SEND) and appropriate support can be provided by the school if needed. • Teaching methods and the curriculum, where reasonably possible, are tailored to meet the needs of our learners. 	<p>Northburn Primary's equality objectives have been established by examining the most significant and meaningful equality challenges we face.</p>
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POLICIES:	Northburn is familiar with current legislation (listed below) and policies (listed to the right) which are available on the website.	SEND (Special Educational Needs and Disability)	✓
	Disability Discrimination Act 1995 The Equality Act 2010 Children and Families Act 2014 The Code of Practice 2015 The school promotes SMSC (Social, Moral, Spiritual and cultural education)	SAFEGUARDING AND Child PROTECTION	✓
		BEHAVIOUR and anti-bullying	✓
		EQUALITIES and ACCESSIBILITY PLAN	✓
		PUPIL PREMIUM	✓
	All staff are aware of Prevent Duty (prevent radicalisation and promote British values)	All staff and Governors have received training in preventing radicalisation.	✓
		Supporting Pupils with Medical Conditions	✓
RANGE OF PROVISION: A detailed description of our provision is set out to the right.	<p>Northburn Primary is an inclusive community school situated in Cramlington. It is well-respected within the local community for supporting pupils with SEND. Every pupil with SEN and/or a disability has an entitlement to fulfill their potential. This is achieved by ensuring the wellbeing of all pupils so they are able to access the curriculum and learn within an environment which is sympathetic to their learning needs. We have high expectations for all pupils including those with an identified special need.</p> <p>Pupils with special needs and/or disabilities are encouraged to participate fully in school life. They are encouraged to attend breakfast club, participate in school trips and join clubs. We actively promote participation in extra-curricular activities and, with reasonable adjustments, enable pupils with additional needs to participate fully in school life.</p> <p>A small percentage of our pupils (around 6%) are registered on the SEN register. Although some pupils will remain on this register throughout their time at Northburn Primary School, many make very good progress and are on the register only for a limited time. Many pupils at Northburn receive additional support to accelerate learning or because of a particular need at a given time but will not be placed on our register</p>		

Our last Ofsted inspection in June 2017 praised the provision for pupils with SEN recognising it as a “strength” of our school. 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” Ofsted June 2017.

In 2015, the majority of pupils with SEND in Year 6 had difficulties understanding and learning when compared with all pupils, including those without SEND nationally, but they made good progress against their own individual goals. Pupils with autism made very good progress. All pupils were supported during their time at Northburn and have made successful transitions to new schools.

In 2016, Year 6 pupils with SEND made progress that was in line with other pupils of the same cohort, except in areas where they had a specific need, for example attainment in reading for pupils with dyslexia.

In 2017, Year 6 pupils with SEND made progress that was above national progress.

Key Stage teams track the progress pupils make individually and as part of their year group. Our aim is that all pupils are able, through a modified curriculum, additional resources or targeted intervention, to achieve age-related expected standards. Some pupils will exceed these standards and some pupils will need additional support for a long time to reach their potential.

2015-2016

- Further developed the use of Numicon for all pupils, but in particular for pupils who have a specific difficulty with mathematics (dyscalculia).
- Provided further training for staff in supporting pupils with social, emotional and mental health needs and loss and bereavement.
- Employed qualified teachers alongside Teaching Assistants delivering interventions in basic skills in Mathematics and English.
- Trained additional Teachers in *Read Write Inc.* and *Talkboost* for Nursery and Reception.
- Provided training for key staff in sensory processing.
- Identified a graduated response in relation to broad categories of need.

We have also purchased additional resources to support pupils with visual impairments and equipment needed to deliver occupational therapy

	<p>programmes.</p> <p>Last year we developed a strategic plan for developing and enhancing SEN provision in our school.</p> <p><u>2016-2017</u></p> <ul style="list-style-type: none"> • Further resources for pupils with visual impairments • Embed new assessment programmes to track the pupil progress. We use computer software called <i>Tapestry</i> and <i>FROG</i> to track progress within interventions and maintain individual pupil profiles. • Train another teacher in the role of Special Educational Needs Coordinator (SENCO). Miss Dawson has secured a place at University to complete SENCO Award September 2016. • Further direct teaching for pupils to identify the skills and mind-set needed to be resilient, successful learners to support health, self-esteem and mental health (to be delivered by an educational psychologist). • Participation in the evaluation of the Accelerated Reader programme which National Foundation for Educational Research (NFER) is carrying out on behalf of the Education Endowment Foundation at Cambridge University and the Department for Education. • Supporting a study for an Erasmus European project on <i>SEN and Inclusion</i> with a focus on autism by Northumbria University. <p>Our plans for developing and enhancing SEN provision in our school next year (2017-2018) include:</p> <ul style="list-style-type: none"> • Continue with participation in the evaluation of the Accelerated Reader programme which NFER. • Continue with supporting the Erasmus European project on <i>SEN and Inclusion</i>. • 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 <i>IASEND</i> 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.
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Who are the best people to talk to in this school about my child's difficulties with learning/special Educational Needs/Disability (SEND)?

Northburn's SENCO is Miss Lucy Dawson. Miss Dawson has recently (April 2017) completed the SENCO Award at Northumbria University. Whilst completing the award, Miss Dawson shadowed former SENCO Mrs Clare Scott who has extensive experience. Mrs Scott has a Post Graduate certificate in the context of innovation and excellence in inclusive teaching and learning. She has over 20 years' experience as a SENCO and supports other schools as a Specialist Leader of Education for SEN.

Northburn Primary School telephone: 01670 739111

Miss Lucy Dawson (SENCO) ldawson@northburnprimary.co.uk

Mrs Clare Scott (Headteacher) clare.scott@northumberland.gov.uk

Miss Dawson is responsible for coordinating support for pupils with SEND and developing the school's *SEND Policy* and *Equalities Policy* (available on the website) to ensure all pupils get a consistent, high quality response to meeting their needs in school. She will:

- Ensure you are involved in supporting your child's learning, keep you informed about the support your child is getting, and participate in reviewing their progress.
- Liaise with other professionals who may be involved with supporting your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Specialist Teacher, to ensure an integrated approach. She will make referrals to outside agencies with your consent.
- Update the School's SEND register (a system which ensures that all SEND needs of pupils in this school are known) and make sure there are records of your child's progress and needs.
- Provide support and organise training for teachers and support staff in the school so that they are able to deliver with confidence the necessary programmes and targeted interventions to enable your child to learn and make good progress to achieve their full potential.
- Provide regular updates to the Governing Body on provision for SEND. Our Governor for SEND is Mr. Andrew Gullon.

Your child's class/subject teachers and teaching assistants

Class teachers are responsible for the progress and learning of all pupils in their class including pupils with an identified special need or disability.

- They will ensure Northburn's SEND Policy is followed.
- Teachers will ensure lessons include quality-first teaching. They will regularly assess the progress your child is making so they can identify areas to focus on when planning and delivering lessons. They will provide targeted work in class which is noted on plans and intervention plans. Some plans may be individual, specifically for your child, or for groups of pupils. Lessons are designed to ensure your child can learn.

- Teachers are expected to maintain the highest possible expectations for your child and will discuss their progress with the senior leadership team to ensure they remain on track.
- Different ways of teaching are used so your child is fully involved in learning in class. For example, this may involve making lessons more practical so your child is better able to understand a concept.
- Your child's teacher will check and monitor your child's progress (using *FROG* and *IASEND*) to identify any gaps in your child's understanding/learning, and planning for additional support will then help them make the best possible progress. If a teacher is concerned that your child may be having difficulties and is not making expected progress, they will inform you and the SENCO (Miss Dawson) and we will discuss the best way forward.
- Teachers ensure any strategies or resources (which may have been suggested by the SENCO, outside agencies and other professionals) are in place to support your child to learn and are noted on pupil records to ensure consistency of approach for your child.

How are the teachers in school helped to work with pupils with a SEND and what training do they have?

Teachers are responsible for adapting lessons to support pupils with SEND. The SENCO's job is to support the class teachers in planning provision for pupils with SEND. The school responds to, and seeks out training for all staff to improve teaching and learning opportunities for pupils with SEND. This includes whole school and individual training on many areas of SEND. We aim to be a fully inclusive school and aim to identify areas we can improve so that we are able to meet the needs of all our pupils.

Who are the other people providing services to pupils with an SEND in this school?

We have 12 Teaching Assistants. They have received training and have accredited qualifications in a range of SEND. Teaching Assistants are trained to deliver English, mathematics, 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 *Phonograpix* to support pupils with English, *Numicon* to support pupils with dyscalculia, and *Talkboost* to develop speech and language. We use the *Accelerated Reader*.

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

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

Teaching Assistants support individual pupils and deliver one-to-one and group interventions. The interventions are overseen by teachers and may also be overseen by services and professionals not working in school. Outside professionals may offer guidance and recommendations. The impact of interventions is carefully monitored by the Senior Leadership Team and the SEND Governor.

Head Teacher Mrs Clare Scott
Appointed as Headteacher September 2016
Telephone: 01670 739111

Mrs Scott is responsible for:

- The day to day management of all aspects of the school including support for pupils with SEND.
- She will devolve responsibility to the SENCO for the management of support for your child and their special need.
- She will ensure that the Governing Body is kept up-to-date about any issues in the school relating to SEND (e.g. Headteacher's report).

SEND Governor Andrew Gullon
If you wish to contact Andrew Gullon please contact the school office on 01670 739111

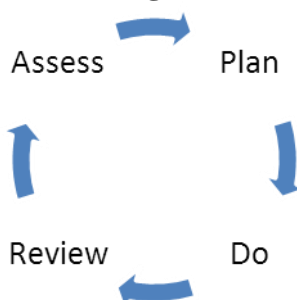
Andrew Gullon works with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. He will (with the School's Leadership Team), monitor the progress pupils with SEND make and the quality of provision for them. He has a wealth of experience and knowledge about supporting pupils with SEND.

What types of support are available for pupils with SEND at Northburn Primary School?
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Class teacher input via excellent targeted classroom teaching also known as "Quality-First Teaching". This is available for all pupils.

High quality first teaching and additional interventions are defined through our annual dialogue across the school. This contributes to our provision management approach. These documents help us to regularly review and record what we offer every child in our care and what we offer additionally. Associated discussions also serve to embed our high expectations among staff about quality-first teaching and the application of a differentiated and personalised approach to teaching and learning. We discuss aspirations with ALL learners.

Underpinning our provision in school is the **graduated approach** cycle of:



Once your child is assessed and their learning needs identified, appropriate work will be planned for them. Your child may be grouped with other pupils with a similar learning need. Northumberland County Council has produced guidance on the graduated response with examples of support which could be provided at all stages with a range of special needs. All staff have access to this document.

Your child may have been identified to work on a specific **intervention programme** at school and has trained staff (teachers and teaching assistants) to deliver. For example, we have specific programmes to support the development of speech and language, reading, writing and mathematical skills. The interventions include assessments so that sessions can be planned carefully and tailored to need. Progress is tracked and the effectiveness of intervention is monitored. Your child may work in a group or have some individual support.

Following the identification of a need, it may be decided that your child would benefit from further assessment through a **referral to an outside professional** because their need has not been addressed through quality-first teaching and intervention groups. The SENCO would then discuss with you an appropriate referral and you will be asked for your consent before a referral is made. There are a number of referrals that could be made. Initially a referral would most likely be made to the 'Hub' which is where professionals from different agencies meet together to discuss referrals and who would be best placed to meet a child's needs. Speech therapists, school nurses, psychologists, specialist teachers and a range of other professionals from Health, Education and Social Care, attend these meetings. Northumberland SEND Support Services (NSSS) is a multidisciplinary team supporting pupils. The NSSS team includes, education welfare officers, educational psychologist, inclusion support workers, specialist advisory teachers for literacy, speech and language, ASD and specialist teaching assistants for literacy, speech and language and behaviour.

For your child, this means that:

- Your child has been identified by the class teacher/SENCO/Headteacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality-first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist team via the Northumberland SEND team. This will help the School and yourself to understand your child's particular needs and be able to support them better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to better support them.
- Devising targets and programmes of work to be delivered by school staff under the guidance of the outside professional e.g. a social skills group/reading programme/physiotherapy programme.
- Referral for group or individual work with an outside professional.
- Referral onto another professional.

Examples of support available from specialist professionals:

- Specialist Teachers for Autism.
- Educational Psychology.
- Behaviour Support.
- Social services provision.
- Speech Therapists and support for speech and language.
- CYPS (Pupils and Young Person Service). Assessment service.
- Hearing and visual impairment specialist teachers.
- Occupational and Physiotherapy services.
- School nurse, health visitors and family support workers.
- Primary Mental Health Service.

There are a number of charities that can also offer support (e.g. Toby Henderson Trust for pupils with autism and their families). For further information visit Northumberland County Council Local Offer and the address is on our website. Some other useful websites are listed at the end of this report.

What if my child has a Statement of SEN or an Education Health Care Plan (EHCP)?

If your child has a statement or EHCP they are likely to continue to need specialist support from outside professionals. The SENCO (Miss Dawson) will liaise with all professionals to ensure that a coordinated plan of support is devised for your child in collaboration with you and your child.

The school (or you) can request that the Local Authority carry out a **statutory assessment** of your child's needs to determine if they would benefit from and need an EHCP. This is a legal process which Miss Dawson can explain more fully. If you would like to know more about the process, please call or email her. From September 2014, Statements of SEN were replaced with EHCPs. If your child already has a Statement this will stay in place until it is converted into an EHCP.

If the Local Authority agrees your child's needs are sufficiently complex, they will instigate an assessment. You, your child (if appropriate) and professionals working with your child will contribute to a dialogue to establish the appropriate provision for your child. Learning targets provide support and the cost of the support will be set out in a plan which will be regularly reviewed. The Statement or EHCP will outline the individual/small group support your child needs and what strategies must be put in place. It will also have long- and short-term goals for your child.

If it is decided your child **doesn't** require an EHCP, they may still decide to give the School 'High Needs Funding' for a specified period of time to enable it to provide appropriate provision. The decision to give additional money is made by the Local Authority. Your child will be placed on the school special needs register in all scenarios.

How will we measure the progress your child is making in school?

- In the first instance, your child's progress is continually monitored by his/her class teacher and moderated regularly within key stage teams to ensure correct judgments are made. The Senior Leadership Team (SLT) regularly monitors the progress made by individual pupils and groups of pupils. Your child's progress is reviewed formally by senior leaders in pupil progress meetings.
- Your child's progress (if on the SEN register) will also be monitored using *IASEND*, which is tailored further to track individual pupil's progress by creating a learning profile based on their specific learning barriers.
- Your child will have a personal profile which will include their aspiration which is updated termly by key stage teams.
- 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. The decision is not made by the School but it will make an application to the Department of Education.
- The progress of pupils with a Statement of SEND/EHC Plan is formally reviewed at an Annual Review.

What support do we have for you as a parent or carer and your child?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, either with the person involved directly or where this is not possible in a report.
- In addition to parents' evenings and review meetings, we have 'drop-in sessions' where you can see your child's teacher or the SENCO without having to make an appointment.
- You can also contact the Parent Partnership Service. It is a free and confidential service which provides impartial information, advice and support to parents of pupils with SEN.

The views of your child are important. They will have the opportunity to contribute to their reviews and we have a system of mentoring which provides a forum for your child to discuss their learning, personal goals and desires for the future.

How will we support your child when they are leaving Northburn or moving to another class?

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

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All targets will be 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.
- If your child would be helped by a book to support them understand moving on, it will be made for them.
- Individual transition arrangements can be made for pupils who need a personalised approach.

If your child is moving to another school (Primary/First or Middle):

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

To secondary school:

- The SENCO will meet with the SENCO and the Head of Year 7 from the secondary school (usually Cramlington Learning Village) to discuss needs of your child and the support they will need.
- We will also discuss transition at a review meeting with the SENCO of their new school and with you.
- 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 wish to complain?

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.

For further information, refer to the School's SEND policy and Northumberland County Council Local Offer (<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>)

COMPLETED BY: (Name and position)	Miss Lucy Dawson SENCO
Discussed with representative Governors and Parents	
DATE COMPLETED:	
REVIEW DUE:	June 2018. To be amended as appropriate if there are significant changes to our offer. <u>Amended: October 2015, January 2016, April 2016 October 2016, June 2017, September 2017</u>

Who can I contact for further information about the Local Offer?

Organisation

Northumberland County Council

Website

www.northumberland.gov.uk

Who can I contact for further information about SEND?

Parent Support and Advice

National Parent Partnership Network
DIAL UK (Disability Information Line)
Family Fund
IPSEA (Independent Panel for Special Educational Advice)
National Association of Citizens Advice Bureaux
Parents for Inclusion

www.parentpartnership.org.uk

www.dialuk.org.uk

www.familyfundtrust.org.uk

www.ipsea.org.uk

www.citizensadvice.org.uk

www.parentsforinclusion.org

Communication Difficulties

AFASIC – Unlocking Speech and Language
Communication Trust- Speech, Language and/or communication needs.

www.afasic.org.uk

www.thecommunicationtrust.org.uk

ASD

National Autistic Society

www.nas.org.uk

Specific Learning Difficulties

British Dyslexia Association
Dyslexia Action
Dyscalculia

www.bdadyslexia.org.uk

www.dyslexiaaction.org.uk

www.bdadyslexia.org.uk

Social, Mental and Emotional Health

Barnardo's
Young Minds

www.barnardos.org.uk
www.youngminds.org.uk

Physical Difficulties, including Sensory and Medical Needs

British Deaf Association
Diabetes UK
Dyspraxia Foundation
National Society for Epilepsy
Epilepsy Action
National Blind Pupils' Society
National Federation of the Blind
Visual Impairments
National Deaf Pupils' Society
National Eczema Society
National Asthma UK
Down's Syndrome Association

www.bda.org.uk
www.diabetes.org.uk
www.dyspraxiafoundation.org.uk
www.epilepsysociety.org.uk
www.epilepsy.org.uk
www.nbcs.org.uk
www.nfbuk.org
www.look-uk.org
www.ndcs.org.uk
www.eczema.org
www.asthma.org.uk
www.downssyndrome.org.uk