



Northburn Primary School

Special Educational Needs and Disability (SEND) Report 2015-2016

Northburn Primary School is a Local Authority Primary School for children aged 4-11. We also have a 52 place Nursery.

ACCESSIBILITY:

Our Equalities Policy can be found on our website. Our Accessibility Plan which, provides an overview of equality information gathered and objectives, can also be found on our website.

www.northburn.northumberland.sch.uk

- The building is accessible to children with a physical disability
- We ensure that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.
- Teaching methods and the curriculum where reasonably possible is tailored to meet the needs of our learners.

The school's equality objectives have been established by looking at the most significant and meaningful equality challenges we face.

CORE OFFER:	We are able to deliver a broad and balanced curriculum which can be personalised to meet the needs of children with differing learning styles and additional needs. Curriculum overviews can be found on our website.		
POLICIES: RANGE OF PROVISION: A detailed description of our provision is set out below	There are school policies available on the website for:	SEND (Special Educational Needs and Disability)	✓
	The school is familiar with the Disability Discrimination Act 1995 the Equality Act 2010 and The Code of Practice 2014 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 Children with Medical Conditions	✓
Northburn Primary is an inclusive community school. It is well respected within the local community for supporting children with Special Needs and Disability (SEND). Every pupil with SEN and/ or a disability in our inclusive school has an entitlement to fulfill their optimum potential. This is achieved by ensuring the wellbeing of all pupils so that they are able to access the curriculum and learn within an environment sympathetic to their learning needs. We have high expectations for all pupils including those with an identified special need. Children with special needs and/or disabilities are encouraged to participate fully in school life. They are encouraged to join clubs attend breakfast club and participate in school trips. We actively promote participation in extra –curricular activities and with reasonable adjustments have enabled our children with additional needs to participate fully in school life. A small percentage of our children (6%) are registered on the special education needs register. Although some children will remain on the SEN register throughout their time at Northburn Primary School many make very good progress and are on the register for a limited time. Many children at Northburn will receive additional support to accelerate			

	<p>learning or because of a particular need at a given time but will not be placed on our register.</p> <p>40% of the children on the currently on the SEN register have difficulties with cognition and learning. 40% have difficulty with communication and or a diagnosis of Autism. 15% have a hearing and or visual impairment and 15% have difficulty managing their emotions and behaviour. 80% of those on our register are boys.</p> <p>Our last Ofsted inspection in 2013 praised the provision for pupils with special educational needs at Northburn.</p> <p>‘As a group, pupils with special educational needs make good progress because the school provides well for them with extra support when appropriate. There is compelling evidence of their progress and personal successes. Skilled classroom assistants provide well for many of these pupils’ Ofsted March 2013.</p> <p>In 2014 the Inspection Dashboard (available online) noted that progress in all subjects was broadly average or above for pupils with SEND.</p> <p>In 2015 Year 6 children with SEND made less progress especially when compared with all children, including those without a SEND, nationally. The majority of children in that cohort had difficulties understanding and learning but made good progress against their goals. Children with autism made very good progress. All children were supported throughout their time at Northburn and have made successful transitions to new schools.</p> <p>In 2016 our children with SEND made progress in line with children without a SEND except in areas where they had a specific need (attainment in reading for children with dyslexia).</p> <p>We track the progress children are making individually and as part of their year group. Our aim is that all children are able through a modified curriculum, additional resources or targeted intervention can achieve in line with expectations for their year group. Some children will exceed these expectations and some children will need additional support for a long time to reach their potential.</p>
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	<p>Last year we:</p> <ul style="list-style-type: none"> • Further developed the use of Numicon for all children but in particular for children who have a specific difficulty with mathematics (dyscalculia) • Provided further training for staff in supporting children 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. • Identify a graduated response for Northburn in relation to broad categories of need. <p>We have also purchased additional resources to support children with visual impairments and equipment needed to deliver occupational therapy programmes.</p> <p>Our strategic plans for developing and enhancing SEN provision in our school next year include:</p> <ul style="list-style-type: none"> • Further resource for children with visual impairments • Embed new systems used in school to track the progress children are making. We use computer software called Tapestry and Frog but also track progress within interventions and maintain pupil profiles. • Train another teacher in the role of Senco. Miss Dawson has secured a place at University to complete SENCO award September 2016. • Further direct teaching for children to identify the skills and mind-set needed to be resilient, successful learners to support healthy self-esteem and mental health (to be delivered by an educational psychologist). • Participation in the evaluation of the Accelerated Reader programme which NFER (National Foundation for Educational Research) is carrying out on behalf of the Education Endowment Foundation, Cambridge University and the Government Department for Education. • Supporting a study for an Erasmus European project on SEN and Inclusion with a focus on autism by Northumbria University.
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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)?

The School's special educational needs coordinator (Senco) is Mrs Clare Scott. She 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.

Tel: 01670 739111

clare.scott@northumberland.gov.uk

Mrs Scott is supporting the training of Miss Dawson. Miss Dawson is completing the Senco Award at Northumbria University.

Mrs Scott is responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and Equalities Policy (available on the website) to make sure all children get a consistent, high quality response to meeting their needs in school.

She will:

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

Your child's class/subject teachers and teaching assistants

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

- They will ensure that the school's SEND Policy is followed.
- Teachers will ensure their teaching is of a high quality and that they 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 children. 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 that your child is fully involved in learning in class. For example this may involve making lessons more practical so that your child is better able to understand a concept.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress. If a teacher is concerned that your child may be having some difficulties and is not making expected progress, they will inform you and the Senco (Mrs Scott) and we will discuss the best way forward.
- Teachers ensure that 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 noted on pupil records to ensure consistency of approach for your child.

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

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

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

We have 13 Teaching Assistants. Among them, they have received training in and have accredited qualifications in a range of Special Educational Needs and Disabilities. Teaching Assistants are trained to deliver literacy, mathematics, speech and language and social skills interventions. The 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 Phonograx to support children with English, Numicon to support children with dyscalculia and Talkboost to develop speech and language. We are participating in the evaluation of the Accelerated Reader programme.

We have expertise within school to support children 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 children and deliver 1-1 and group interventions. The interventions are overseen by teachers and may also be overseen by services and professionals not working in school. Outside professionals will offer guidance and recommendations. The impact of interventions is carefully monitored by the Senior Leadership Team and SEND Governor.

Head Teacher Mrs Clare Scott
Appointed as headteacher September 2016
Tel; 01670 739111

Mrs Scott is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will devolve responsibility to the Senco for the management of support for your child and their special need.
- She will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND (e.g. Headteachers' 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 leadership team of the school), monitor the progress that children with SEND make and the quality of provision for them. He has a wealth of experience and knowledge about supporting children with special needs and disabilities.

<p>What types of support are available for children with SEND at Northburn Primary School?</p>

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. This is available for all children.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer every child or young person in our care and what we offer additionally. These 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 our learners. Children in Year 6 attend mentor meetings with their mentor and family. Younger children have discussions about their progress with teachers.

Underpinning ALL 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 children with a similar learning need. Northumberland have 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** which the school has 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. The progress they make is tracked and the effectiveness of intervention is monitored. Your child may work in a group or have some individual support.

Following 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 it would be most likely that a referral would be made to the 'Hub'. The 'Hub' is where professionals from many different agencies meet together on a weekly basis 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 the meetings. The LIST team is a multidisciplinary team supporting children in schools. The teams include education welfare officers, educational psychologist, inclusion support workers, specialist advisory teachers for literacy, speech and language, autism spectrum disorder and specialist teaching assistants for literacy, speech and language and behaviour. The 'Hub' always has representatives from the LIST team at meetings.

For your child this would mean:

- Your child has been identified by the class teacher/SENCo/Head Teacher (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 forward to a meeting to discuss your child's progress and help plan possible ways forward.

- You may 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 Northumberland SEND team. This will help the school and yourself to understand your child's particular needs better and be able to support them better in school.

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.
- Refer for group or individual work with an outside professional.
- Referral onto another professional.

E.g's 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 (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.
- Primary Mental Health Service.

There are a number of Charities that can also offer support (e.g. Toby Henderson Trust for children with Autism and their families). For further information visit Northumberland County Council Local Offer. There is a link to their Local Offer on our website. I have also included some useful websites at the end of this report

<p>What if my child has a Statement of special needs or and Education Health Care Plan (EHCP)</p>
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If your child has a statement or EHCP they are likely to continue to need specialist support from outside professionals. The Senco (Mrs Scott) will liaise with all professionals to ensure 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 Mrs Scott can explain more fully. If you would like to know more about the process, please give her a call or email her. From September 2014 Statements of Special Educational Needs will be replaced with EHCP's. If your child already has a Statement of Special Educational Needs this will stay in place until it is converted into an EHCP.

If the Local Authority agrees that 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, who is to 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 that 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 the school 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 teams to ensure correct judgments are made. The senior leadership team regularly monitors the progress made by individual children and groups of children. Your child's progress is reviewed formally by senior leaders in pupil progress meetings. Your child will have a personal profile which will include their aspirations.
- Interventions are reviewed at the end of a half term or at the end of the targeted intervention period. Liaison between staff ensures learning is built upon in class and resources to aid independence are available.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children 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 the school will make an application to the Department of Education.
- The progress of children 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 with the person involved directly, or where this is not possible, in a report.
- In addition to parents' evenings and review meetings we have a number of '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 children with Special Educational Needs.
- 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 this school or moving on to another class?

We recognise that transition can be difficult for a child with SEND and we take steps to ensure that any 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 children 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 then it will be made for them
- Individual transition arrangements can be made for children who need a personalized approach.

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

- We will contact the other school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child
- We will make sure that all records and profiles about your child are passed.
- Individual transition arrangements can be made for children who need a personalized 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 yourself.
- Your child will do focused learning about aspects of transistion to support their understanding of the changes ahead.
- Your child will have the opportunity to make additional visits their new school, if appropriate.
- Individual transition arrangements can be made for children 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 SEND policy and Northumberland County Council Local offer.

COMPLETED BY: (Name and position)	Mrs Clare Scott Deputy Head and SENCO
Discussed with representative Governors and Parents	11 th July 2015
DATE COMPLETED:	14 TH July 2015
REVIEW DUE:	June 2016. To be amended as appropriate if there are significant changes to our offer. (Amended Oct 15, Jan16, April 16 October 16)

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

Organisation	Website Links
National Parent Partnership Network	www.parentpartnership.org.uk
DIAL UK (Disability Information Line)	www.dialuk.org.uk
Family Fund	www.familyfundtrust.org.uk
IPSEA (Independent Panel for Special Educational Advice)	www.ipsea.org.uk
National Association of Citizens Advice Bureaux	www.citizensadvice.org.uk
Parents for Inclusion	www.parentsforinclusion.org

Communication difficulties

Organisation	Website Links
AFASIC – Unlocking Speech and Language	www.afasic.org.uk
Communication Trust- Speech, Language and / or communication needs.	www.thecommunicationtrust.org.uk

ASD

Organisation	Website Links
National Autistic Society	www.nas.org.uk

Specific learning difficulties

Organisation	Website Links
British Dyslexia Association	www.bdadyslexia.org.uk
Dyslexia Action	www.dyslexiaaction.org.uk
Dyscalculia	www.bdadyslexia.org.uk

Social, Mental and Emotional Health

Organisation	Website links
Barnardo's	www.barnardos.org.uk
Young Minds	www.youngminds.org.uk

Physical difficulties, including sensory and medical needs

Organisation**British Deaf Association****Diabetes UK****Dyspraxia Foundation****National Society for Epilepsy****Epilepsy Action****National Blind Children's Society****National Federation of the Blind****Visual Impairments****National Deaf Children's Society****National Eczema Society****National Asthma UK****Down's Syndrome Association****Website Links**www.bda.org.ukwww.diabetes.org.ukwww.dyspraxiafoundation.org.ukwww.epilepsysociety.org.ukwww.epilepsy.org.ukwww.nbcs.org.ukwww.nfbuk.orgwww.look-uk.orgwww.ndcs.org.ukwww.eczema.orgwww.asthma.org.ukwww.downssyndrome.org.uk