



Northburn Primary School

Special Educational Needs and Disability (SEND) Report May 2021

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

Northburn Primary School is a local authority maintained school for pupils aged 3-11 with a 52-place Nursery. There are 340 pupils on roll for 2020-2021, plus an additional 32 pupils in Nursery. It is fully inclusive and pupils with Special Educational Needs and/Disabilities (SEND) are part of whole school teaching and learning, working alongside those who do not have SEND. Our varied, balanced and rich curriculum is differentiated where appropriate for individual pupils and reasonable adjustments are made to provide pupils with the support they need and remove barriers to learning to fully meet the broad needs of all our pupils.

What is Special Educational Needs and/Disabilities (SEND)?

The *Code of Practice* (2015) notes that 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.

The *Code of Practice* names four broad areas of need for supporting pupils with SEND, which provide an overview of a range of needs that should be planned for. Identifying a pupil's needs enables the school to work out what action must be taken to support the pupil; the school does not fit a pupil into a specific category. Support provided to pupils should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software. The four broad areas of need according to the *Code of Practice* are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

For more information about SEND, please refer to the *Department for Education*, [SEND: A Guide for Parents and Carers](#).

Types of SEND for which provision is made at Northburn

At Northburn, provision and support for pupils with SEND exists across school. Differing provision provided for those pupils on the SEND register (a list of pupils who have SEND) includes, but is not limited to:

- 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).

Some pupils are on the SEND 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, about 6% of our pupils are on the SEND register and 22% with SEND are in receipt of an Education, Health and Care Plan (EHCP). On the SEND register, 50% have difficulties with communication and interaction with 13% of these having a diagnosis of autism, 33% have difficulty with cognition and learning, 6% have social, emotional and mental health difficulties, and 11% have sensory and/or physical needs. Seventy-two per cent are boys.

Our last Ofsted inspection (June 2017) praised the provision for pupils with SEND 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."

Staff at Northburn are experienced in working with, and are trained in, a wide range of SEND needs. Additional training from the Northumberland Inclusive Education Services is sought where there is a need for training and 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 pupils.

Identifying pupils who require additional support/SEND

A range of information is used to identify whether a pupil requires additional support:

- Staff, parents/carers or the pupil themselves (if appropriate) can raise initial concerns regarding progress or wider needs such as social, emotional and/or wellbeing;
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills;
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress; and
- Observation of the pupil indicates that they have additional needs.

A period of monitoring and reviewing will commence after any of the above have been raised with the class teacher, phase leader and/or the Special Education Needs Coordinator (SENCO). When reviewed, it may be agreed that no further personalised provision is required, or a further period of monitoring and reviewing is needed, or the pupil may be identified as having SEND and is placed on the school SEND register.¹

If after a further period of monitoring and reviewing, or if a pupil is identified with SEND and is placed on the SEND register, a personalised *Passport*² is created. A *Passport* allows staff to track and monitor pupil progress as a result of any additional support or adjustments put in place.

At each step, the class teacher will explain to the pupil's parents the additional support aimed at consolidating or accelerating learning. Such support takes the form of a four-part cycle (as outlined in the *Code of Practice*) 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 and decisions are noted on the pupil's personalised *Passport*. This enables staff to develop an understanding what a pupil's needs are and what support should be put in place so that they can make good progress. Further information

¹ 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.

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.

regarding the APDR model can be found on the [SEND Policy](#) and Northumberland County Council's brochure for [parents/carers](#).

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

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 a pupil is still not making progress or showing a level of SEND that cannot be reasonably resourced by the School, a request for an assessment of the pupil's education, health and care needs (with education the main focus) may be requested (by staff, parents/carers or the pupil). This will determine if a pupil's needs are such that an assessment for an EHCP is required. 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 a pupil's needs to secure the best possible outcomes to prepare 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.

Contact Information for Key SEND Staff at Northburn

Any member of staff, or parent, if concerned about a pupil's learning or inclusion will initially discuss this with the child's teacher/phase leader. A meeting will then be organised between school and parents to discuss arrangements for support. This may result in a referral to the SENCO. 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.

Miss Lucy Dawson (SENCO) - completed the SENCO Award December 2017

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

Mrs Clare Scott (Headteacher)

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

Mr Andrew Gullon is the Governor for SEND

Telephone: 01670 739 111.

Approach to teaching pupils with SEND, how the curriculum is adapted and the learning environment

All pupils have access to a seven-year (eight-year for those attending nursery) aspirational curriculum where knowledge and skills are intrinsically linked to ensure that every pupil makes progress from their starting point and that progress is maintained. 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.³ 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.

³ For pupils with an Education, Health and Care Plan (EHCP), teaching arrangements are adapted further as determined by their long-term targets as outlined in their EHCP.

Northburn offers a wide variety of support with pupils' social, emotional and mental health (SEMH). This includes:

- A Behaviour Policy which dovetails with Zones of Regulation where pupils are aware of their own emotions and behaviour are better at self-regulating and are able to deploy coping skills and improve their ability to problem solve conflicts;
- A Personal, Social and Health and Economic Education (PHSE) curriculum which aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being;
- The school takes part in National Anti-Bullying Week as well as inviting other organisations into school, such as NSPCC, to talk to the children; and
- E-Safety is part of our ICT curriculum and this is supported by key stage assemblies around staying safe online.

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.

Teachers are responsible and accountable for adapting teaching to respond to the strengths and needs of all pupils (*Teachers' Standards*, 2012). Central to SEND at Northburn is high quality, differentiated teaching, where pupils can access provision from support staff or specialist staff to aid their development and progress (*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 address 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 pupils with SEND.

The class teacher/s and support staff are responsible for ensuring that Northburn's SEND Policy is adhered to.

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 2-6.

We have expertise within the school to support pupils with a range of needs including, but not limited, to:

- 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.

For the most part and where possible, pupils with SEND are taught in the classroom alongside their peers. However, teaching support staff may when relevant, appropriate or when advised by specialists support individual pupils and deliver one-to-one and group interventions.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 Senior Leadership Team (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 through continuing professional development (CPD) delivered through teacher training days and twilight sessions. We aim to identify areas that we can improve so we are able to meet the needs of all our pupils.

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

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.

Consulting parents of SEND, pupils with SEND

When a pupil is identified as requiring additional support/provision or SEND, the class teacher will create a *Passport* which will be discussed with parents (and where appropriate, the pupil). In this meeting, pupil progress is reviewed and this information 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.

Assessing and reviewing pupil progress

The progress of pupils with SEND is continually monitored to make accurate assessments using *FROG* by the class teacher, key stage team, subject leader, SENCO and Senior Leadership Team (SLT). These data are analysed and moderated regularly within key stage teams to ensure that correct judgements are made, and, if required, further support is put into place.

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.

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. These data are analysed by SLT and reported to school governors and our School Improvement Partner.

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 pupils between phases

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 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.
- 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 pupils' needs and support needed.
- We discuss transition at a review meeting with the SENCO of their new school.
- The pupil will do focused learning about aspects of transition to support understanding of the changes ahead.
- The pupil 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.

Outcomes for Pupils with SEND

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

The Local Authority Annual Review (Spring, 2021) occurred during nationwide school closure due to the coronavirus pandemic. It was noted that all SEND pupils have received their entitlement during the pandemic regular reviews of SEND pupils by the leader of SEND which demonstrated the school's commitment to ensuring pupils continue to have the support they need. Further, remote learning was differentiated and personalised support was provided for children with SEND. (All children with an Education Health Care Plan were in school but due to self-isolating some did have periods where they needed to access remote learning, physio, and speech programmes out of school.)

Due to COVID-19, the Government announced it would not publish any performance data for 2020. Performance related data for Key Stage 2, 2020 were submitted by Northburn Primary to Northumberland County Council and is shown in Table 1. Within this cohort, there were three pupils with SEND.

Table 1: End of Key Stage 2 Data for 2019-2020

	Working at age-related expectations or above (EXS + GDS)*	Working beyond age-related expectations (GDS)
Reading (R)	91%	36%
Writing (W)	91%	19%
Maths (M)	93%	29%
RWM Combined	86%	12%

* EXS = working at age-related expectations; GDS = working at greater depth (beyond age-related expectations)

Developing and Enhancing SEND Provision at Northburn

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* which put the pupil (and their parents/carers) at the centre of learning. *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), Zones of Regulation, dyslexia, the graduated response and SMART targets.
- Staff have developed their knowledge of the graduated approach and writing SMART targets to 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 Zones of Regulation and how these are applicable to each phase.
- Staff have begun to review the eight-year curriculum (Cycle B) to ensure knowledge and skills learned are built upon and developed.

2020-2021

- Work alongside Northumberland Inclusive Education Service, Emotional Wellbeing and Behaviour Support Service, to adapt and tailor *Passports* to pupils including more information relating to attainment and progress throughout school, and now including long term outcomes for those pupils on the SEND register.
- Staff have received refresher training on Management of Actual or Potential Aggression (MAPA).
- Behaviour Policy has been reviewed to incorporate Zones of Regulation and how these are applicable to each phase. Information on Zones is now included in Blue Books

(Early Years Foundation Stage, Key Stage 1 and Lower Key Stage 2) and Planner (Upper Key Stage 2).

- Staff have continued to review the eight-year curriculum (Cycle A) to ensure knowledge and skills learned are built upon and developed. This includes the Early Years Foundation Stage where changes have been made to the statutory framework.

Our plans for developing and enhancing SEND provision next year (2021-2022) include:

- Introduce iASEND, an assessment tool for identified SEND pupils which magnifies pupils' progress through smaller steps better to demonstrate their progress;
- Raise awareness of mental health, dovetailing with SEND, PSHE curriculum and implementing Zones of Regulation effectively; and
- The SENCO is completing a course linked to Whole Education SEND. This aims to improve our SEND provision further, focussing on additional ways to train staff to support those pupils with SEND and improve their outcomes, and improve the partnership between learners and families.

How accessible is the school environment?

The school is on one-level throughout with ramps to access each phase entrance point, and the front of the school does not involve any steps. There is a disabled toilet and the building has widened doorways. Our *Accessibility Plan* (statutory requirement) describes the actions Northburn has taken to increase access to the environment, the curriculum, equipment and resources. Our *Accessibility Plan* describes how Northburn has regard for, and implements, accessibility for pupils in three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities, with 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.

You can find our *Accessibility Plan* [here](#).

Supporting SEND Learners throughout the Coronavirus Pandemic

As a direct result of the COVID-19 (coronavirus) pandemic, schools across England closed on Friday 20th March, 2020 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 (22% of pupils on the SEND register) 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, 2020), 53% of pupils on the SEND register on average have attended daily with other pupils continuing to be supported with home learning.

On Monday 4th January, 2021, schools across England closed again to all pupils except those of key workers and vulnerable pupils including those who have an EHCP. 67% of pupils on the SEND register on average attended daily, again with risk assessments carried out to ensure that the school could meet pupil needs safely. Other pupils with SEND continued to be supported with home learning and received weekly phone calls from the class teacher and/or SENCO.

On full reopening of school on 8th March, 2021, staff at Northburn have been aware of some of the experiences pupils may have had during the lockdown. Staff understood the need for patience, flexibility and support for the transition back to school.

Websites to support pupils' mental health and wellbeing

- The Return to School: Resources for Parents/Carers:
<https://padlet.com/nies1/parentcarerresources>
- Barnardos See, Hear, Respond Partnership:
<https://www.barnardos.org.uk/barnardos-covid-19-support-hub>
- Be you – Providing support to young people, parents/carers and professionals:
<https://www.beyounorthumberland.nhs.uk/>
- Government Guidance for supporting children and young people's mental health and wellbeing: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

If any parent felt that their child was struggling with changes following the Coronavirus pandemic, they were invited to email or telephone school to speak to the class teacher. Staff always endeavour to make any reasonable adjustments necessary.

What do I do if a parent is unhappy about the provision that their child receives and/or wishes to complain?

At Northburn Primary, 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 parents have any concerns, and wish to discuss their child's educational need, provision provided or are unhappy about their schooling, they were invited to contact the School Office to arrange a meeting with the class teacher, the Key Stage Leader, SENCO or Head Teacher. We want to work with parents in the best interests of pupils.

If after discussion parents still feel unhappy, they can contact the school for a copy of Northburn's complaints policy.

The Local Offer provided by Northumberland County Council

Local authorities must publish a "Local Offer" which sets out in one place information about what to expect and what services are available for children and young people with SEND and their parents/carers. The Local Offer has two key purposes: to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and to make provision more responsive to local needs and aspirations by directly involving SEND and their parents/carers and service providers in its development and review. For more details about the Northumberland Local Offer, [click here](#).

Further, parents/carers 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; telephone: 01670 623555

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

For further information from Northumberland County Council regarding IASS for children and young people with SEND [click here](#).

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