

SEND Information Report

Northleaze Primary School

Our school's offer



This report explains what we offer children with special educational needs and disabilities at Northleaze Primary School.

Updated: September 2023

Review date: September 2024

How do you decide if a child has special educational needs?

The Code of Practice states that *“A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”* (p. 15-16).

At Northleaze, all of our class teachers make regular assessments of progress for all pupils and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child’s previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

We will look at the desired outcomes and use this to determine the support that is needed and whether we can provide it by adapting quality first teaching, or whether something **different or additional to** is needed. If this is the case, the child will be placed on the SEND register.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

More specialised assessments from external agencies and professionals may be used for higher levels of need.



How do you teach children with special educational needs?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of all our children. If your child has been identified as having special educational needs, their class teacher and the Special Educational Needs & Disability Coordinator (SENCo) will discuss with you the action needed to help them make progress. We follow the 'graduated approach for SEN support as outlined in the Code of Practice and in our SEN Policy which moves from high quality teaching to targeted support and then to personalised provision. At this stage, individualised outcomes will be set for your child.

A variety of intervention programmes for English and maths are delivered by teachers and trained Teaching Assistants (TAs). We also provide programmes to support children with speech and language needs, making friends, emotional difficulties, sensory needs and/or physical needs. Additional support can also be provided in the classroom in terms of a wide range of resources and equipment.

Every effort is made to teach children with special educational needs alongside their peers.

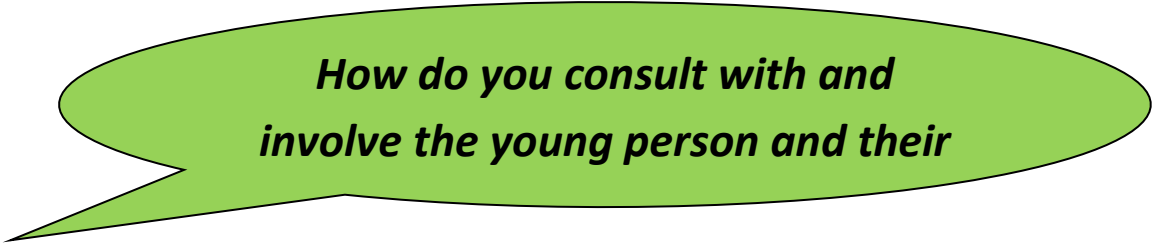
What types of SEN do you provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example those with autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example those with dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example those with attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- * Moderate/severe/profound and multiple learning difficulties.

Disability

Children and young people with disabilities do not necessarily have special educational needs, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition, although they may not have learning difficulties.



How do you consult with and involve the young person and their

At Northleaze, we believe that it is key to work collaboratively with parents to support children who have been identified as having additional needs. When appropriate, we will involve the pupil in all discussions and in thinking about their own educational needs.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is agreed that a pupil will receive SEN support.

Parents will be invited to contribute towards the planning process for a child's outcome targets and at review meetings. We will make suggestions about how parents can support these targets at home and ensure that parents are clear about the way forward. Ideas for materials for supporting learning at home will be discussed.

At Northleaze, we offer an open door policy and all parents are able at any time to make an appointment to discuss their child's education with either the class teacher and/or SENCo.

How do you evaluate the effectiveness of your SEN provision?

We follow the four-part cycle of **assess, plan, do, review** to identify pupils' needs, set targets and plan appropriate support, implement support (including high quality teaching in the classroom) and review the pupil's progress and the impact of the support provided.

We will ensure that we regularly assess your child's needs so that their progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

All childrens' progress is continuously monitored by their teachers and scrutinised by the head teacher, senior leadership team and SENCo using our online assessment system as well as pupil progress meetings.

Teachers work closely with parents, Learning Support Assistants (LSAs) and specialist staff to evaluate how effective the provision is in enabling children to achieve their expected outcomes. The impact of interventions is reviewed after a set number of weeks and next steps are identified.

Annual reviews are held for pupils with Education, Health and Care plans.



Do you have staff with specialist training or 'experts' to support you?

Our staff regularly takes part in training from external agencies to advise them on how to increase curriculum access for children with a range of special educational needs. Training is delivered at in-service training days (INSET days) and staff meetings to give staff an awareness of various types of SEN and how to improve the support they can offer. This also supports staff with early identification of children's needs. Individual teachers and LSAs receive training as required on how to meet the needs of specific children, for example, children with medical needs.

The school is part of the Lighthouse Schools Partnership Trust and is lucky enough to be supported by a Lead Teacher for Pupil Engagement and SEN for the Trust who is able to provide advice and training to all staff and the SENCo where needed.

Where appropriate, the SENCo may request support and advice from external agencies, for example:

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Occupational Therapy Service (OT)
- Somerset Support Services (SSE) – Advisory Teachers
- Sensory Support Service (Vision, Hearing)

The external specialist usually acts in an advisory capacity or provides additional specialised assessment. Advice on new targets and additional strategies will be implemented and monitored by the class teacher and SENCo.

Parental permission will be sought before any referral to an external agency and parents will be invited to meetings with external agencies when appropriate.



How do you support the wellbeing of children with SEN?

At Northleaze, we have six key school values of Responsibility, Respect, Creativity, Resilience, Compassion and Friendship which we discuss and encourage all children to share in and demonstrate these. We explore a wide range of social and emotional themes during our assemblies and through our PSHE lessons and circle times.

Circle time is also used as an opportunity for all children, including those with SEN, to share their views about anything they choose and discuss these with their teachers and peers. The school also runs a pupil questionnaire to collect the views of pupils about a range of issues including safety, behaviour and teaching and learning.

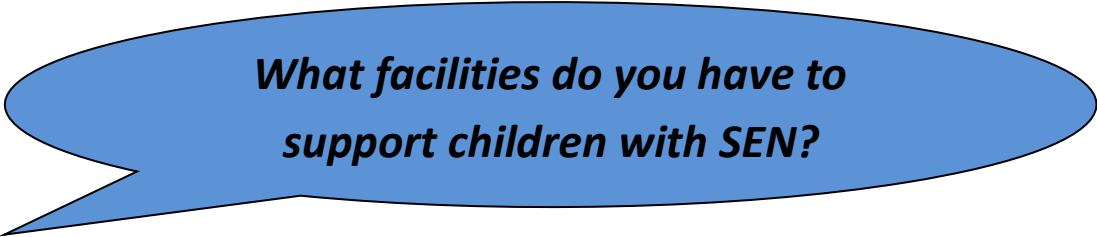
We have a zero tolerance approach to bullying: our anti-bullying policy is published on our website.

All of our extra-curricular activities including school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in school camp, sports day, school plays, and workshops.

We encourage the inclusion of children with SEN in the School Council, Eco Council and other groups.

We have qualified first aiders on site who are trained to administer medicines and support children with their self-care needs.



What facilities do you have to support children with SEN?

We provide safe surroundings which are suitable for the educational needs of all our children, including those with SEN and disabilities.

Northleaze Primary School is a single site, one level school, Classrooms are accessed by a main corridor from which there is also wheelchair access.

There is currently a shower and accessible toilet in the building.

Currently we have two designated parking spaces for disabled parking on the school site.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require which may include specialist IT equipment.

The school has an Accessibility Plan to ensure that issues related to access and inclusion are considered and developed. This is published on our website.



What happens if a child needs specialist equipment or facilities?

At Northleaze, we work hard to ensure that all our children, including those with SEN or disabilities, are provided with the support and equipment that they need to fully access the curriculum.

We have a range of specialist resources and equipment that is recommended by external agencies to support children is often purchased by the school. Children with SEN may benefit from specialist ICT programmes. For example, some children have access to Nessy, which is a reading and spelling programme designed to support children with Dyslexia.

Where children are disabled, the school will comply with its duties under the Equality Act 2010 and will make reasonable adjustments to ensure that the child is not placed at a disadvantage compared to other pupils. Some children with medical conditions may also have special educational needs and may have a Statement of SEN or an Education, Health and Care (EHC) Plan which brings together their health and social care needs as well as their special educational provision.

How do you support children with transitions?

Starting in Reception

Before children start in the Northleaze Reception class, the classteacher will liaise with your child's early years setting. They will inform the School of your child's needs and pass on all relevant records, with your permission. As a parent, you will be able to meet with the SENCo and classteacher to share information and any concerns and they will discuss with you how to make the start of school as positive as possible. All children attend settling in afternoons before July and the transition into school is made on a part-time basis for the first two weeks.

Transfer to Secondary School

We liaise closely with secondary schools as pupils transfer from Year 6 to Key Stage 3. For children with an EHCP and higher levels of need, key secondary staff will attend the Year 6 annual review meetings and meet with parents to help plan for transitions. Where needed, extra visits to secondary school can be arranged. The SENCo and Year 6 classteacher will meet with Secondary School professionals to share information with your consent.

The SENCo oversees the transfer of important information and records to the secondary school for all children with SEN.

Transition to the next year group

Class teachers liaise prior to the start of the new school year and information is shared. Where needed, individual transition plans are put in place which may include extra visits to the new classroom and the making of photobooks to take home for the summer to share with parents. All children also enjoy a morning in their new class with their new class teacher before the summer holidays.

Preparation for adulthood

We place great importance on teaching all children life skills which they can use in the future. Our school values of Respect, Perseverance, Creativity and Friendship are life skills in themselves and even though primary age children are very young we can teach them how to prepare for adulthood including building social skills, e-safety, using money and cooking. Our Year 6 class also visits the Bristol Life Skills centre which teaches them a wide range of useful skills for adulthood.

***Do you have 'out of school' activities
for children with SEN?***

No pupil is ever excluded from taking part in activities because of their SEN or disability.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Tregoyd in Year 5 and Liddington in Year 6. Additional support staff will also attend these trips to support pupils when needed.

***What should I do if I disagree with what
you're doing or want to make a complaint?***

Complaints about SEN provision in our school should be made to the classteacher or SENCo in the first instance who will work to resolve any problems. Where a parent feels that their complaint has not been resolved, they should make an appointment to see the Headteacher. Following this, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.



Who should I contact for more information?

The School Special Educational Needs and Disabilities Co-ordinator is Sophie Stewart. You can contact her through the school office on 01275 540077 or email:

school@northleazeprimary.org.uk

The School SEN Governors are Rachel Evans and Nini Anamah. They can also be contacted through the school office.

For further advice and support, the school also points parents towards the local partnership organisation 'Supportive Parents'. Further information can be found here: [Send and You](#).

A forum has also been set up called [North Somerset Parent Carers Working Together](#) (NSPCWT) – further information can be found by clicking the link above.



Where can I find out more about provision for children with SEN in North Somerset?

Further information can be found on the North Somerset Council website.

[North Somerset Council Local Offer](#)

[Special Educational Needs Team](#)