

Northern Schools Federation

Special Educational Needs and Disability Information Report

'Two schools, One family'

At Northern Federation, our vision is to enable all of our children to 'Believe, Succeed and Achieve' in our mainstream settings. We are committed to ensuring equality of education and opportunity for all pupils and we believe that all pupils are entitled to a broad, balanced and relevant curriculum, differentiated to meet individual needs. We believe that good quality teaching in the classroom is essential for all children to reach their full potential, with early assessment, intervention and support provided if required.

This SEND (Special Educational Needs and Disability) information report outlines how we aim to support a child when additional support is required.

How are children with SEND identified?

Within our Federation, children are identified as having SEND through a variety of ways.

These include:

- Information from pre-school or previous school upon transfer
- Ongoing school assessments in phonics, literacy, maths
- Achievement below age expected levels
- Concerns raised by a teacher or parent
- Health diagnosis by a professional
- Information from outside agencies e.g. Speech and Language Therapist

What should I do if I think my child has special educational needs?

As a school we pride ourselves on the open, honest and positive relationships we have with parents and we ask that you initially contact your child's class teacher, who will then liaise with the SENDCo (Special Educational Needs and Disability Co-ordinator), Mrs Miranda Tabraham. The SENDCo will then discuss your concerns with you and will carry out assessments if necessary. The schools will also assist in organising support from external agencies through gathering information and making referrals if required.

How will my child be supported?

The class teacher is responsible for the progress of all children in their class and works together with the SENDCo to co-ordinate support. Our SENDCo oversees the progress of children requiring additional support across both schools.

The schools operate an 'Assess, Plan, Do, Review' cycle. Targets are written based on identified needs from assessments or reports from professionals. They are regularly reviewed, following discussions about whether the child has met their targets or whether the intervention is effective or appropriate. Class provision plans or SEN support plans outline who will work with your child to meet these targets, the type and frequency of the support, and whether your child has met their target.

Adults spend time getting to know your child and how they feel about school and their learning. Your child will always be fully involved in a way that is appropriate to their age and understanding. Developing independent learning skills is essential. Children are taught how they can help themselves to reduce reliance on adult support, where possible. A Learning Support Assistant (LSA) may work with your child either individually or as part of a group, depending on their needs.

Children's progress is reviewed regularly, at key points throughout the year. Information from these reviews highlights how effective interventions are, and whether a different intervention may now be appropriate or if further support is required.

Positive and proactive relationships are maintained with a range of outside agencies. Parents, children, teachers and LSAs are involved in meetings, where possible, so that advice can be implemented quickly and everyone involved is able to contribute to discussions.

The SENDCo meets with the governor responsible for SEND termly. The SEND governor shares updates on SEND regularly at governor meetings.

How will the curriculum be matched to my child's needs?

If your child has been identified as having Special Educational Needs related to their learning, their work may be adapted by their class teacher to enable them to access the curriculum successfully. Our curriculum uses practical and visual resources, where possible, as this helps the majority of children. If appropriate, specialist equipment may be given to your child. Some children with needs such as social communication difficulties may be able to access the curriculum at the expected level but may have other interventions or adaptations to support their particular areas of difficulty such as managing their feelings or developing social skills.

How will I know how well my child is doing?

Both schools have an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on.

We can offer advice and practical ways that you can use to help your child at home. Both schools also use a Home School Link book, to maintain communication between home and school.

Parents with a child on the SEND register will be able to discuss their child's progress and the support they are receiving at parents' evenings, as well as any additional meetings as required. Parents also receive an annual report written by the class teacher in the summer term.

If outside agencies support your child in school, we will include you in these discussions – either by inviting you in to meet with professionals or giving you feedback afterwards.

If your child requires a significant amount of additional support, they may have an Inclusion Partnership Agreement (IPA) or an Education Health Care Plan (EHCP), which means that a formal meeting, called an Annual Review, will take place at least once a year to discuss your child's progress. Parents and all parties involved with the child are invited. A report will be written which is shared with the SEND team at Hampshire County Council (whichever authority is linked to your postcode).

As a Federation, we measure children's progress in learning against national age-related expectations. We track children's progress from entry at Year R through to Year 6 using; informal and formal teacher assessment; Early Years Foundation Stage (EYFS) outcomes, national tests, as well as recognised tests to assess reading, spelling and maths ages.

Differentiated homework and resources will be provided for all children to support their learning. We also hold parent workshops, as well as lesson drop-ins to enable all parents to understand how their children are learning in school and what they can do to help at home.

Parents are instrumental in their child's progress and can support them in their learning by engaging with the school, for example attending:

- an initial home visit into Year R
- regular discussions with the class teacher
- supporting targets at home
- attending parents' evening

- discussions with the SENDCo and outside agencies if required
- open afternoons

What support will there be for my child's overall well-being?

Our staff teams are very caring and believe that good self-esteem and well-being is essential for children to learn. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Whole school and class assemblies and activities will promote positive attitudes towards learning and well-being. If there are concerns about a child's well-being or self-esteem, the class teacher will liaise with the SENDCo. Both schools have an experienced, trained ELSA (Emotional Literacy Support Assistant) who works with children who may need support for their social or emotional needs. This support is dependent upon need, and it might be short term or longer term, in a group or 1:1. If the need is considered to be longer term or more significant, additional support and advice may be sought from outside agencies such as CAMHS, the Locality Team or Primary Behaviour Support – with parental consent.

Family Support

Our Family Support Worker, Becky Stiles, works alongside pupils and families within the Federation and is in school on Wednesdays and Thursdays. She runs coffee mornings, sometimes attended by the School Nurse, which are opportunities for parents to meet and discuss any issues they might have – including difficulties experienced at home or in the community.

Medical Needs

All staff are made fully aware of children with medical conditions alongside the health care recommendations. This information is available on the Health and Safety noticeboard in the staffrooms and in individual record files.

Staff receive training for certain conditions when required. Care plans may be compiled if necessary with support from the school nurse. These are regularly reviewed.

There is a federated First Aid and Administration of Medicines Policy, outlining the administration and management of medicines on the school sites. This is reviewed regularly by the Senior Leadership Team and Senior First Aiders.

If health professionals advise that medication is to be taken during the school day, parents must contact the relevant school office to complete a medical form.

Good attendance at school is highly important to help your child make progress. Attendance is monitored half termly by a member of each Senior Leadership Team. If attendance falls below 90%, we will work with you to try to improve attendance and provide support where appropriate.

Which specialist services do we work with?

We work closely with any outside agencies that we feel are relevant to individual children's needs within our schools.

Agencies include: Primary Behaviour Support, Heathfield Outreach, Educational Psychologists, EMTAS (EMTAS Ethnic Minority Traveller Achievement Service), Specialist Teacher Advisors and charities such as Portsmouth Down Syndrome Association.

Health Services include: CAMHS (Child & Adolescent Mental Health Service), School nursing team, GPs, Paediatricians, Speech & Language Therapists, Physiotherapists, Occupational Therapists.

Social Services include: Locality Teams, Social Workers, Family Support Worker and Relate.

We have an attached Educational Psychologist who works with each school for at least 3 days per academic year.

Are the staff working with my child well trained?

Mrs Tabraham is a qualified and experienced teacher and has completed a post-graduate certificate for Special Educational Needs Co-ordination. She has worked as a SENDCo at two previous schools over a number of years.

Our ELSAs (Emotional Literacy Support Assistants) are trained and highly experienced. They attend regular sessions run by the Education Psychology team for support and advice. Our LSAs have had an extensive range of training such as in delivering reading, spelling, phonics and maths programmes, as well as training in behaviour management and developing memory skills.

The training needs of all staff are reviewed annually and appropriate training is consequently planned and delivered. We also respond to specific training needs as they arise.

What is an EHCP (Education, Health and Care Plan) and does my child need one?

The majority of children's needs can be met through the resources already available in school – additional support in class, adaptations to the work provided, or interventions outside the class for specific needs. However, some children with needs in several areas or who cannot access the curriculum without a significant level of adult support, may be eligible for an EHCP, (which has replaced a Statement of SEN).

If the school believes that a child's needs are significant, likely to continue and will require an EHCP, this will be discussed with parents. Having a diagnosis or an identified difficulty will not automatically mean that an EHCP is necessary or that an application will be successful. If a child does require an EHCP there will be other professionals involved for assessments and advice, and parents will be included during the process. The EHCP may stay with the child until they are 25 but is reviewed annually to make sure the support is still appropriate.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available for all children and we will provide the necessary support and adaptations to ensure that your child is included.

A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised. In the unusual event of there being concerns regarding your child, these will be discussed with you as parents.

How accessible is the school environment?

Northern Infant School is a single storey site with level access to the main entrance area and main Year R outdoor area. Access for disabled visitors can be made upon request.

Northern Junior School is a two storey site. Steps are used to access the playground, and there is limited access to the school field. Northern Junior School car park has a dedicated disabled parking space.

Both schools have accessible toilets.

For pupils who require additional resources or specialist equipment to access the curriculum, we seek advice from and work closely with the relevant outside agencies. We train staff in the use of these resources and carry out the necessary risk assessments for these pupils.

We liaise with EMTAS (Ethnic Minority Traveller Achievement Service) who assist us in supporting our families with English as an Additional Language.

How will the school support my child with transitions?

We have an excellent relationship with our on-site pre-school and work together throughout the year. In the summer term prior to children starting in Year R, there is a well-planned transition programme that enables children to become very familiar with the infant school and staff. This is extended to all feeder pre-schools.

Throughout their time at the infant school, there will be many opportunities for your child to work alongside children and adults from the junior school as part of the federation.

In the summer term of Year 2, there is a comprehensive transition programme which helps prepare your child as they move from the infant to the junior school.

Our staff (teachers and LSAs) and SENDCo also meet with the current staff as children transfer to discuss pupils and observe them in a familiar environment. For children with SEND who may find the transition more challenging, we offer additional support.

For our most vulnerable children, IPA meetings are held with either the pre-school, infant, junior or secondary schools, to ensure that the necessary provision is put in place. Parents are invited to these meetings, as well as relevant outside agencies.

When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits if required. Our local secondary schools run a programme specifically tailored to aid transition and additional support is available for more vulnerable pupils.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. You can also arrange to meet with our SENDCo, Mrs Tabraham, via the school office. The school office will be able to signpost you to other outside agencies upon request. Information is also available at Hampshire County Council's Parent Partnership at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

The following documents may also provide useful information and can be found on our school websites.

- Child Protection Policy
- Freedom of Information
- Behaviour Code
- Restrictive Physical intervention in schools
- Confidentiality Policy
- SEN Policy
- Administration of Medicines Policy
- Supporting pupils with medical needs Policy
- First Aid Policy

The report forms part of the Local Authority's Local Offer of SEND.

Reviewed: Spring 2018