



**Northfield Primary School with  
Communication Resource**

**SEN Information Report  
Our Offer**

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**Review Period: Yearly**

### What is the Local Offer?

Following the publication of the revised Special Educational Needs and Disabilities Code of Practice (July 2014), Local authorities are obliged to publish a Local Offer. According to the SEND Code of Practice the Local offer should: 'set out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.'

To access Wakefield's Local Offer please follow the link below

<http://wakefield.mylocaloffer.org>

### Northfield Primary School's local offer

Northfield Primary School is contributing to Wakefield Local Authority's 'Local Offer'.

The following information has been written to help inform and support parents and carers of a child with a special educational need or disability and those who have concerns about their child's needs.

### ***Northfield's Core Values***

- Excellence for all in all we do, through: High expectations, fairness, consistency and equality
  - A community built on: Teamwork, positive relationships, mutual respect and trust
- A learning environment which sets stimulating and memorable challenges and opportunities for all
- Individuals accept responsibility by having a positive attitude towards learning and behaviour
  - A creative and innovative school which is happy to embrace new experiences
    - A caring and inclusive community where safety is key
  - A welcoming environment where learning is valued, enjoyed and celebrated
    - A whole school approach where all are equal and everyone matters

## SEND at Northfield

Northfield Primary School is a Mainstream school with designated specialist provision on site for up to 20 children with communication difficulties for which admissions are made via the Local Authority admissions panel and SENART.

At Northfield Primary School with Communication Resource we believe in treating all children as individuals and catering for their individual needs. This includes children with special educational needs (SEND). We recognise that children have individual educational needs that should be taken into account and we aim to provide effective support for them. All children with SEND are valued, respected and equal members of the school. Staff will work to ensure that all children maintain high levels of self-esteem in order to achieve their full potential. At the earliest opportunity support will be given to children by members of staff, working in partnership with parents. The School is following national and Local Authority (LA) guidelines for the inclusion of all children. The effectiveness of provision for children with special educational needs will be monitored and evaluated, with reference to the School's Assessment Policy, by the Inclusion Manager, members of the senior management team (SLT) and the governor with responsibility for SEND.

### Aims

*Every school should set out to meet the needs of all its children. The 1988 Education Act affirms the entitlement of all children to a broad, balanced and relevant curriculum so our aims are:*

- To ensure the SEND and Disability Act and relevant codes of Practice and guidance are implemented effectively across the school.
- To ensure children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the Inclusion Manager, TSAs and Nursery Nurses.
  - The school aims to provide for all the needs of the child whilst encouraging inclusion in class and school activities.
    - To promote a positive self-image and self-worth for all children
  - To ensure that the needs of children with SEND are identified as early as possible, assessed, provided for, monitored and regularly reviewed
- To develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the children in order to meet their individual needs
  - To ensure access for all children to a broad and balanced curriculum, including the National Curriculum, and Foundation Stage Curriculum
    - To work in partnership with parents to enable them to make an active contribution to the education of their child
      - To maintain close links with support services, other schools and agencies
      - To take views and wishes of children into account and involve them in planning and decision making
        - To raise staff awareness and expertise through relevant training

## **Definition of Special Educational Needs**

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
  - Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
  - Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

In order that children do have access to a broad and balanced curriculum, three basic elements need to be addressed:-

\*The teaching needs of children with SEND

\*School strategies for meeting SEND

\*The learning environment

### **The teaching needs of all children, particularly with SEND require:**

Positive attitudes from staff

Partnerships with teachers that encourage them to become active learners, helping to plan, build and evaluate their own learning program wherever possible

A climate of warmth and support in which self-confidence and self-esteem can grow and in which children can experiment without fear of criticism or failure

An emphasis on achievement

Partnerships between home and school

Extra support at times in order to access the National Curriculum, whether through the Inclusion Manager, Special Educational Needs Support Service, Outreach, Speech Therapists or the School's Educational Psychology Service or other agencies.

### **Co-operation- Collaborative Working**

At Northfield we believe working collaboratively is essential to ensure that all children with SEND have their needs met effectively and promptly.

*Parents and carers:* Staff at Northfield Primary School with Communication Resource firmly believe in fostering strong partnerships with parents to enable all children, as well as those with SEND, to achieve their potential. The school recognises that parents have a unique overview of their children and know how best to support them. This gives them a key role in the partnership. We value parents and carers opinions and encourage them to get involved in their child's education sharing successes and concerns throughout the year with both the class teacher, the Inclusion Manager and Learning Mentors.

*Child:* All children at Northfield are encouraged to have a voice and take ownership of their learning and progression to support them in becoming more independent. For children with SEND we believe this should be no different and where ever possible children are involved in setting and reviewing personal targets and helping plan the way in which they want to learn. Where necessary individual procedures will be put in place to help ensure this is possible.

*Outside Agencies:* We work closely with other agencies, gathering support and advice, to ensure we meet every child's needs to the best of our abilities. We have good working relationships with a range of agencies based in Wakefield Local Authority.

### **Early identification and Assessment**

At Northfield we want all children to aim high in their learning and for children with SEND early identification of the child's needs is key to helping ensure their needs do not become a barrier to their success. In school all our children are tracked individually and we have rigorous assessment procedures in place which mean that any patterns or trends in a child's progression will be identified quickly. For more specific needs we would involve outside agencies in the assessments.

### **The Statutory Assessment Process**

The majority of children and young people with SEND or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care Plan.

The purpose of an Education, Health and Care plan is to make special educational provision meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to: establish and record the views, interests and aspirations of the parents and child or young person, to provide a full description of the child or young person's special educational needs and any health and social care needs, to establish outcomes across education, health and social care based on the child or young person's needs and aspirations, to specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

### **Provision**

Children need to be inspired if they are to achieve their potential so we try to make all our educational provision as exciting as possible. For children with SEND provision at times may be different to other children within school. All children in school are entitled to wave 1 provision- this refers to the quality first teaching the child receives in the class with their peers. Some children will need wave 2 provision- this refers to additional or modified work/ practice that a child may need, usually in a small group, in order to make good progress. A few children will need wave 3 provision - this refers to specifically planned work for an individual child which will enable them to access the curriculum and therefore make good progress.

The tables below outline the provision available at Northfield.

<u>Learning difficulties</u>	<b>Whole setting / school response. Universal quality first teaching (WAVE 1)</b>	<b>Targeted support for individuals or small groups. Short / medium term (WAVE 2)</b>	<b>Specialist individual support. medium / longer term (WAVE 3)</b>
<b>Learning curriculum / Specific Learning Difficulties</b>	Visual timetables in all classrooms. Provision Maps for each phase. Regular CPD for all staff supporting children with SEND. Vibrant displays to engage children. Prompts displayed in classrooms to support all children.	Range of interventions: Literacy – Rainbow Words, Precision Teaching, Direct Phonics, Colourful Semantics, RWI, Ticking Texts, Reading Roundabout, Sequencing Stories, Reading for Meaning, Write Reason, Order Order, Don't forget the alphabet, Early Comprehension, Lifeboat, Rainbow Words Maths – 1:1 support for Maths, catch up sessions	Precision Teaching. 1:1 catch up readers. Some interventions carried out 1:1, Read, Write Inc
<b>Support</b>	Deployment of teaching support assistants.	Deployment of teaching support assistants.	WISENDSS, Educational Physiology Service, Speech and Language Therapy,
<b>Teaching approaches</b>	Clear differentiation., Use of ICT. Range of prompts during lessons to support learning objectives / targets.	Use of visual, auditory and kinesthetic prompts.	1:1 support in lessons
<b>Physical and Emotional</b>	Discussion with parents at consultation evening, Access to Learning Mentor	Socially Speaking with Learning Mentors	Emotional Literacy intervention with Learning Mentors (One Learning Mentor is ELSA trained)

<u>ASD / Communication difficulties</u>	<b>Whole setting / school response. Universal quality first teaching (WAVE 1)</b>	<b>Targeted support for individuals or small groups. Short / medium term (WAVE 2)</b>	<b>Specialist individual support. Medium / longer term (WAVE 3)</b>
<b>Learning curriculum</b>	Visual timetables in all classrooms. Quiet, calm working environments. Classroom organisation. Individual working spaces within classroom and shared areas. Training for all staff.	Music Interaction at our onsite communication resource. Reverse inclusion with communication resource. Socially Speaking, Emotional Literacy, Nurturing Talk, Lego therapy, Music Interaction with Learning Mentor.	Individual visual timetables, Target cards, Some interventions are delivered 1:1.
<b>Support</b>	Deployment of teaching support assistants.	Small group interventions with Learning Mentor	WISENDSS, CFIT, Educational Physiology Service, 1:1 session with Learning Mentor CAMHS / FIM
<b>Teaching approaches</b>	Regular discussion / support from onsite	Regular discussion / support from onsite	Regular discussion / support from onsite

	communication resource. Differentiation, Clear instructions, Consistent expectations,	communication resource. Differentiation, Clear instructions, Consistent expectations,	communication resource. Differentiation, Clear instructions, Consistent expectations,
<b>Physical and Emotional / Well Being</b>	Access to Learning Mentor		Individual working spaces within classroom and shared areas. Emotional Literacy intervention
<b><u>Physical difficulties, medical needs and sensory needs</u></b>	<b>Whole setting / school response. Universal quality first teaching (WAVE 1)</b>	<b>Targeted support for individuals or small groups. Short / medium term (WAVE 2)</b>	<b>Specialist individual support. medium / longer term (WAVE 3)</b>
<b>Learning curriculum</b>	Quiet, calm working environments. Classroom organisation. Individual working spaces within classroom and shared areas.	Fit to Learn SOS activities provided by EPS	Moving and handling plans. 1:1 Physiotherapy following recommendations, from outside agencies. Medical plans, Sensory boxes, Stress balls in class for individuals. Chewlerry, Foot rests, Writing rests, Sensory cushions,
<b>Support</b>	Staff training for administering medicine where needed. Staff training for epilepsy annually. Staff training for asthma and epi-pens annually.		Occupational Therapists, Physiotherapists, Individual consultants, School nursing service, Sensory service for children with visual or hearing needs, Speech and Language therapists.
<b>Teaching approaches</b>	Quiet, calm working environments. Classroom organisation.		Time planning in for physiotherapy Planning learning environment so it is wheel chair friendly
<b>Physical and Emotional</b>	Quiet, calm working environments. Classroom organisation. Noise level in classrooms Lighting in classrooms Position of children in class, Sensory equipment in class i.e. stress balls		Wheel chairs / walking frames / feeding tables where needed / height adjustable desks. 1:1 support where required. Hoists to be fitted as required.

<b><u>Behaviour, emotional and social difficulties including mental health</u></b>	<b>Whole setting / school response. Universal quality first teaching (WAVE 1)</b>	<b>Targeted support for individuals or small groups. Short / medium term (WAVE 2)</b>	<b>Specialist individual support. medium / longer term (WAVE 3)</b>
<b>Learning curriculum</b>	Clear and consistent expectations,	Nurturing Talk	Target cards / reward charts,

	Class rules / mission statement, Reward charts,	Emotional Literacy Zones of Regulation Lunchtime clubs	Behavior logs, Home / school books, Risks assessments and Positive Handling Plans
<b>Support</b>	All staff have received Team Teach Training		Education Psychology Service, Banardos, Targeted Youth Support, CAMHS, WISENDSS
<b>Teaching approaches</b>	Clear expectations, consistency,		
<b>Physical and Emotional</b>	Regular sessions with the Learning Mentor.	Regular sessions with the Learning Mentor.	Regular sessions with the Learning Mentor.

### Access

Northfield Primary School with Communication Resource is on a split level but all areas can be accessed via two platform lifts inside and ramps outside, allowing access to all areas. There is a disabled toilet with a safety handrail near the main entrance, a hygiene room with safety hand rails, a height adjustable chaining bed, a height adjustable sink and a hoist in the main corridor. In accordance with the requirements of the Disability Discrimination Act, reasonable adjustment will be made to accommodate children with disabilities and this will be reflected in the School's Accessibility Plan.

### Complaints

The school's complaints procedure is outlined in the School Prospectus. The Code of Practice outlines guidance that the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

### Frequently asked questions:

#### **How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are still concerned about your child's progress you should speak to the Inclusion Manager (Mrs Grimshaw) or the Headteacher.
- If you are still not happy you can speak to the School SEND and Inclusion Governor.

#### **Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability?**

**The Inclusion Manager / SENCO (Katie Grimshaw / Katie Lunn)** Responsible for:

- Coordinating all the support for children with special educational needs or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning eg. Speech and Language Therapy, Educational Psychology etc.



- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

**Class/subject teacher** Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the Inclusion Leader as necessary.
- Writing One Page Child Profiles and Supporting Me To Learn Plans and sharing and reviewing these with parents at consultation evening.
- Ensuring that all staff working with your child in school receive support to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with SEND.

**Headteacher** Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the Inclusion Manager and class teachers but still being responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**How will the school let me know if they have concerns about my child's learning in school?**

- When a parent or teacher has raised concerns about a child's progress and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Manager.
- Northfield have child progress meetings every term between teachers and members of the senior Leadership Team to ensure all children are on track to meet their targets. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress we will make a decision about whether to monitor this or set up an intervention group to support them.
- If your child is still not making expected progress we will discuss with you: any concerns you may have, discuss with you any further interventions or referral to outside professionals to support your child's learning and discuss with you how we can work together to support your child at home and at school.

**How is extra support allocated to children and how do they move between different levels of support?**

- The school budget, received from the Local Authority, includes money for supporting children with SEND.
- The Headteacher and The Inclusion Manager discuss all the information they have about SEND in school, including the children already receiving additional support, the children needing additional support, the children who have been identified as not making as much progress as would be expected and then decide what resources and training is needed. All resources and training for staff are reviewed regularly and changes made as needed.

**Who are the other people providing services to children with SEND at Northfield?**

**A. Directly funded by the school:**

- Learning Mentors (Mrs Hirsch and Mr Rose)
- Ethnic Minority and Achievement Team (EMAT) – when required

- Educational Psychology Service – 60 hours a year

#### **B. Paid for by the Local Authority but delivered in school:**

- WISENDSS
- Speech and Language Therapy if a child has an EHCP (SALT)
- Occupational Therapy
- Physiotherapy
- Sensory service for children with visual or hearing needs
- Parent Partnership Service
- School Nursing Service
- CAMHS (Child and Adolescent Mental Health Service) / Future in Minds

#### **How are the adults in school helped to work with children with SEND and what training do they have?**

- The Inclusion Manager's job is to support the class teacher in planning for children with SEND.
- The school has a development plan, including identifying whole school training to support groups of learners in school, such as ASD etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

#### **What are the different types of support available for children with SEND?**

***Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.*** For your child this would mean:

- That the teacher has the highest possible expectations for your child and all children in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the Inclusion Manager or external agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

***Specific group work with in a smaller group of children.*** This group, often called Intervention groups, may be

- Run in the classroom or outside or run by a teacher or most often a teaching assistant or the Learning Mentor who has had training to run these groups.

#### **How will the teaching be adapted for my child with SEND?**

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

- Teaching Support Assistants will be deployed during lessons to support groups of children with their work.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the curriculum.

#### **How will we measure the progress of your child in school and how will you know about this?**

- In school we monitor progress continually as part of marking and feedback.
- We hold child progress meetings each term following formal assessments in order to discuss the progress of all children.
- The progress of children with Statements of SEND or Education, Health and Care Plans is reviewed yearly at an annual review with all adults involved with the child's education.

#### **How will we support your child when they are leaving Northfield / during transition?**

- At the end of every academic year the Inclusion Manager and /or Learning Mentor meets with receiving Secondary SENCOs to discuss the planning and provision needs for those children vulnerable at transition. SEND Records are then forwarded to the receiving school. Children with a Statement of SEND or an Education, Health and Care Plan have an annual review on a year basis and Inclusion Managers from secondary schools are invited to the Year 5 and Year 6 annual reviews.
- With mid-phase arrivals the Inclusion Manager will contact the Inclusion Manager of the previous school to discuss previous provision, progress and strategies to inform induction planning.
- The Inclusion Manager supports colleagues with planning for the transition between key stages and years for those children who require it.