



NORTHWOOD
PRIMARY SCHOOL

...growing success



**SEND:
INFORMATION
REPORT
September 2020**

What is a Local Offer?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 - 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found on this link:

<https://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

Who are my main points of contact at Northwood Primary School?

Your first point of contact at the school is the child's class teacher. The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

Head of School	Mrs Sarah Wassell
SENCO and Assistant Head Teacher	Miss Laura Robinson
SEND Governor	Mrs Nichola McCaw
Speech and Language Base Manager	Miss Laura Robinson
Designated Safeguarding Lead	Miss Laura Robinson
Designated Person for Looked After Children	Miss Laura Robinson
Parent Support & Attendance Advisor	Miss Joanne Nelson

What is SEND?

We believe a pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Our school will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- 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.

There are four areas of need described in the SEND Code of Practice:

Communication and Interaction - this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and Learning - this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Who decides if my child has a SEND?

As a parent or carer you know your children best, we see parents and carers as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss concerns and agree a way forwards.

For some concerns or needs, we may discuss the involvement of different agencies and services such as Educational Psychology, Occupational Therapy, Speech and Language Therapy, Parent Support Advisor, Child and Adult Mental Health Service, Social Communication Outreach Services or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' but more often in order for advice to be offered to help the child learn as well as they possibly can.



There are two categories of SEND at Northwood Primary Schools, these are children in receipt of:

An Individual Support Plan

An individual support plan in which professionals and family/carers monitor progress and review the plan regularly using the assess-plan-do-review. Through the review process the group may decide that the needs cannot be met within the resources available and should work together to identify the additional support required to meet the outcomes. This may lead to a formal EHC Needs Assessment.

An Education Health and Care Plan (EHCP)

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

What kind of provision do we offer?

We value the uniqueness of each child at Northwood Primary School and so therefore the provision offered to each child with SEND is individual. We pride ourself on offering children a high quality of provision, within an ethos of care, support and understanding for both children and families.

Northwood Primary School offers children with SEND:

- ♦ A dedicated and qualified SENCO to oversee provision for all children with additional needs across the school.
- ♦ A Senior Leadership Team fully committed to inclusion for all children.
- ♦ A Head Teacher who attends key reviews for children with SEND and is actively involved in their provision, transition and pastoral care.
- ♦ A Speech and Language Resource Base for children with Speech, Language and Communication Needs.
- ♦ Communication Friendly School Status meaning we understand the needs of pupils with speech, language and communication difficulties.
- ♦ Dedicated and qualified staff in the field of Speech, Language and Communication.
- ♦ A high level of Class Teacher support, to ensure children with additional needs are well supported in all lessons.
- ♦ A family ethos, supported by a committed Parent Support Advisor, where each child and their needs is understood by all of the school community.



Continued...What kind of provision do we offer?

- ◆ Specialist interventions and support provided by our SENCo and PSA
- ◆ An exciting outdoor learning offer built on the principles of Wilderness Schooling.
- ◆ An exciting topic based curriculum tailored to meet the needs of each individual child.
- ◆ A team of staff trained in Mindfulness who are committed to supporting those children with Social, Emotional and Mental Health difficulties.
- ◆ A highly qualified team of Support Staff including Teaching Assistants and Learning Assistants who work within the school in order to meet the needs of every child.
- ◆ Bespoke intervention programmes based on effective gap analysis of children's assessment. Including instant feedback sessions and same day intervention.
- ◆ Additional resources available to enable better access to the curriculum. Eg seating/ writing/eating apparatus that have been suggested by professionals.
- ◆ A close working relationship with other professionals.
- ◆ A guarantee that every class uses supportive techniques such as visual timetables and structured routine reminders so children are aware of the daily routine.
- ◆ A 'Stop-Think-Do' ethos , whereby all children are supported to control and manage their actions and behaviours.
- ◆ Safe and secure spaces to learn, both in the classroom and other spaces around the school.



- ◆ A school workforce committed to understanding and meeting every child's needs. (Including medical and dietary needs)
- ◆ 'The Nest' - an extra learning space offering sessions built on nurture principles.

Northwood's Recovery Curriculum following School Closures linked to the Coronavirus Pandemic

On 20th March 2020, the coronavirus pandemic forced our school to close to the majority of pupils. This was a crisis that was totally unimaginable for us as a school and so we worked hard to ensure all of our children, but especially those with SEN, did not miss out during this period. We worked closely with parents and carers to support them with the new challenge that they have faced in supporting their child's learning at home and sent regular SEN updates, newsletters and recommendations via email.

As a school we realise that we have a vital role to play in helping children come to terms with the pandemic and disruption it has caused to our children's childhoods. We know how badly our children wanted to reconnect with their friends and teachers. It is for this reason that we developed the Northwood Recovery Curriculum. This was also developed alongside our Educational Psychology Service who supported us with the design and implementation of the curriculum.



The 5 Lenses' in the centre of our flower, build five weeks of social and emotional support for children and will be delivered to each child as they are reintroduced into the school system. Senior Leaders have designed the 5Rs to support both staff and children as they re-engage with school. The staff at Northwood have been supported and encouraged to seek connections, be mindful, be kind to themselves, notice their emotions and find space to zone out. Each time staff introduce a new lens to the children, they are encouraged to apply the principles behind it to themselves as well.

What training do our staff have?

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, with the progress made by pupils, is a core part of the Northwood Primary School performance management arrangements and its approach to professional development for all teaching and support staff.



- All staff have received some training related to mental health and Adverse Childhood Experiences and trauma.
- All staff have undertaken ELKLAN training and have regular CPD sessions to support them in understanding speech, language and communication needs.



How Accessible is the School?

Northwood Primary School is a two storey building with wide corridors. There is a lift available to access the upstairs Key Stage 2 classrooms. The hall and dining room are on the ground floor and are accessible to all.

Onsite car parking for staff and visitors include several dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available in the main entrance. These are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

How Are Parents/Carers Involved?

We are committed to working in partnership with parents and carers, ensuring that we have regard to the views, wishes and feelings of parents and carers. We take time to provide parents with the information and support necessary to enable full participation in the decision making around their child.

Northwood Primary School supports parents in order to facilitate the development of their child to help them achieve the best possible outcomes and prepare them for adulthood. As a school we share resources with families in order for children to be supported in their learning at home too.

The class teacher meets with the parents/carers of children at least three times each year to regularly review SEN Support Plans, one of these meetings is guaranteed to be with the SENCo. **These reviews are currently being offered remotely in line with our Covid 19 Risk Assessments.**

How Are Children Involved?

We are committed to involving children and young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to develop and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Will my child sit external tests such as SATS?

As with everything related to your child in school, the answer is individual but most children do achieve well when they have been supported effectively. If your child is able to access the Year 1 Phonic Screening, Year 2 SATs, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measure using school data.



What additional pastoral care do Northwood Primary School offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than a dedicated SENCO, knowledgeable teaching and support staff and a committed Headteacher, we also have:

- ♦ **A parent Support Advisor**

Joanne Nelson our PSA works with many children, parents and families to address problems at home and at school. Joanne has a wealth of knowledge regarding local services and activities and undertakes direct work with children and adults at home and school.

- ♦ **A School Counsellor**

Our School Counsellor, Sarah is in school one day a week to support children who are identified as requiring counselling services. She also provides a drop in session that any child can access.

- ♦ **A Children's Psychological Wellbeing Practitioner**

Our CPWP, Karen, is in school one day a fortnight. Karen works for CAMHS and supports children facing challenges with anxiety, transition, attachment and trauma.

- ♦ **Close Links with External Partnerships**

In order to access the best professional advice, we also link with Local Authority and Private providers of additional services, such as Occupational Therapy, CAMHS, School Nursing Service, Social Services and Medical Professionals. We often hold multi-professional meetings in school where parents are comfortable in the school environment and so the child can join us easily, if it is appropriate.

Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Mrs Beach.

Miss Robinson also sends regular Parental Questionnaires and you can make comments during the review process.

If you are unhappy it is best to speak to Mrs Beach or Miss Robinson ASAP—we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure website, should you feel you require it.



Where do I find information about The Speech and Language Resource Base?

Further information can be found via our school website. A separate Speech and Language Resource Base information document can be accessed through the website. Alternatively you can contact our school office or the Speech and





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