



SEN Information Report

Last updated September 2024

SEN = Special Educational Needs

SEND = Special Educational Needs and Disabilities

The kinds of SEN that are provided for at Northlands Primary are:

At Northlands, we routinely provide additional support for children with:

- Moderate communication and interaction needs
- Moderate cognition and learning difficulties
- Difficulties with social, emotional and mental health needs (this includes children who have difficulty in maintaining appropriate behaviour in school)
- Children with moderate difficulties with sensory or physical impairment
- Children on the Autistic Spectrum or with diagnoses of conditions such as ADHD

Where children have more serious or complicated needs which may require specialist equipment, knowledge, skills or staffing, we meet with parents, children and other professionals to decide what support we can offer, alongside partner agencies, and whether we are the most suitable placement to meet the child's specific and individual needs.

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO

The SENCO (Special Educational Needs Coordinator) is Miss Foster. She can be contacted via the school office. Miss Foster handles all the day to day arrangements for children with SEND. This includes assessing children, planning for their needs and liaising with parents and outside agencies. She is involved in looking at how teaching and learning within the classroom can be most effective in meeting the needs of children with SEND.

Miss Norgrove is the Assistant SENCO. She supports with identifying and monitoring classroom provision and interventions. She can be contacted via the school office.

When children arrive at the school, information will be gathered from their previous school about whether they have any special educational needs. If they do, then we will consult with parents and professionals to understand the support that the child will need in order for them to be successful in their education here at Northlands.

We assess children's academic ability each half term. This information is then looked at carefully to check that children are making the expected amount of progress both for their age and in comparison to their individual prior attainment. Where there is concern about a child's progress, an assessment of their needs may commence.

If a child's class teacher or other adults involved with the child within school raises concerns over a child's academic ability, social, emotional, physical or sensory ability, an assessment of their needs will commence.

If a parent raises concerns over their child's progress, the SENCo or Assistant SENCo will contact the parent to discuss their concerns and agree whether to commence an assessment of the child's needs.

The assessment for children will depend on the type of issues the child is facing. Assessments may include:

- Testing of their ability using standardised tests to gauge their reading ability including decoding, phonological awareness and comprehension, spelling skills and numerical awareness.
- A referral to an outside agency with specialist knowledge for example, NHS Speech and Language, Paediatrician, School nurse, Emotional Wellbeing and Mental Health Service (EWMHs), Occupational therapy, GP, Specialist teacher team, Inclusion Partner or the ASD/ADHD pathway who assess for social communication needs, Autistic Spectrum difficulties or ADHD.
- Classroom and playground observations

Arrangements for consulting parents of children with SEN and involving them in their child's education

Parents will be consulted with before a referral is made to an outside agency. When a child is identified as having a Special Educational Need, we will contact parents and discuss our concerns with them and agree a course of action to support their child. We will then share with parents of pupils with SEND to discuss progress made against targets and any new needs or support that may be needed.

We like to work collaboratively with parents and involve them in helping us to better understand their child, what their strengths are, what they find difficult and how best to support them. We like to involve parents by sending resources home that they can use to support their children outside of school hours.

We have an open-door approach and are happy to arrange to see parents as and when the need arises.

Arrangements for consulting young people with SEN and involving them in their education

When children are identified as having SEN, we will talk to them about what they like in school, what works for them and what is hard and hinders them. We will then incorporate this information into their Provision Plans (PP). We will also consult with pupils as part of the review of their progress to see how they feel they are getting on. Pupils are also encouraged to speak to their class teacher and Learning Support Assistants (LSA) throughout the term to talk about how they are progressing.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

All pupils, including those with SEND are assessed on a half termly basis. In addition to this, children may be re-assessed at any time where it is felt that a new need or a change in provision may need to occur outside of the usual review cycle.

Children's work is assessed continuously through teacher / LSA interaction in lessons, children's participation in lessons and on the playground as well as through regular marking of work. Some interventions also include a regular review of progress within the course of the programme.

Each term, information will be gathered on a child's academic progress as well as progress towards their individual targeted outcomes. This will be considered alongside consultation with staff, parents, children and any involved professionals and the existing Provision Plan will be reviewed and a new one formulated to take into account the child's progress and any changing needs.

Where it is decided that a child no longer needs SEN support through discussion with staff, parents, pupils and professionals, children will cease their Provision Plan and will continue to be monitored by staff and regularly assessed in line with the school's assessment policy.

Where it is decided through consultation that a child needs more support than is currently provided through SEN support in school, it may be decided that it is appropriate to apply for an Education Health and Care Plan (EHC Plan) which provides children with more targeted individual support and support from outside agencies.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

When children join us mid-year or mid-phase, we will consult with their previous school to understand their needs. We will also consult with the parents of new children who have been identified as having SEND and find out from them what their child's needs are. The inclusion team also monitor new pupils and ensure they settle well and make friends.

When children leave us to join another school mid-phase, we aim to consult with their new school to pass on information about the provision they have received at our school and what their skills and needs are.

When children leave us to attend secondary school, we aim to meet or speak with the new school to pass on relevant information. Where a child has an EHC plan, we may invite the child's new school to come to the last meeting in which we discuss transition arrangements. We are keen to support children in attending extra visits to their new school and to provide them with as much guidance and reassurance as possible.

When a child joins our school with SEND, we aim to get all files on that child as quickly as possible from their previous school and we endeavour to dispatch SEN files on pupils leaving us within one week of their last day with us to their new school.

The approach to teaching children and young people with SEN how adaptations are made to the curriculum and the learning environment of children and young people with SEN

Children with SEND are taught inclusively within the school curriculum. Some lessons are streamed meaning that children of the same ability work together and some lessons are taught in mixed ability classes. Most children will spend most lessons in class. The work is differentiated to ensure that it is accessible for each child and this is monitored through planning and work scrutinies. Work is set at a level that the child can access whilst offering challenge and new learning potential. Teachers will use the tools and resources laid out in the provision guidance to support pupils with SEND. Children with SEND sometimes require lots of repetition on new skills to help them to embed this learning and these new skills into their long term memory. In order to provide lots of practice, some children will be withdrawn from class either individually or in small groups for short periods of time to practice these skills in intervention sessions.

Some children will require additional equipment or adaptations to allow them to learn best and to access the learning environment. They may need additional equipment such as a pencil grip, counting objects, phonics mats, sensory objects or to sit in a particular place in the classroom. The specific equipment that a child needs or access arrangements that they may have will be detailed in their Provision Plan or where appropriate in an Adult Response Plan so that everyone involved in supporting the child knows what helps them to learn and live in school successfully.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENCo undertakes regular update training on new SEND principles as well as specific training on managing the needs of children with a range of SEND. Where a child has a specific need, training is arranged and provided for teaching and support staff to ensure that they are equipped to support the child's needs effectively. Where appropriate, whole staff training is delivered.

When a child presents with needs that may not be fully understood by relevant staff, an informal audit of need will be carried out and training or professional expertise sought by the SENCo by referral to external support agencies such as health, Educational Psychology, Speech and Language therapy, Specialist teachers and Inclusion Partners.

Evaluating the effectiveness of the provision made for children and young people with SEN

The Senior Leadership Team (SLT) takes its responsibility for supporting children with SEND seriously and as such, they have a monitoring schedule in which they look at the quality of teaching for children with SEND, the quality of support offered by LSA's, the effectiveness of interventions which are judged both through observations and through

outcomes for children, the quality of planning and resources for pupils with SEND and the quality of work and marking in the books of children with SEND.

The progress of pupils with SEND is also carefully monitored and tracked and where sufficient progress is not made towards the expected outcomes, this is discussed with teachers through professional standards meetings and a plan of action organised to ensure effective provision and progress moving forward.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Children are always encouraged to work inclusively with one another. We expect all of our children to treat one another with respect and to lend a helping hand when needed. Lessons are inclusive and differentiated and teachers often pair children together in mixed ability groups so that they can learn from one another.

Where necessary, activities are adapted to ensure that all children can participate and no one feels left out. At Northlands, we believe that everyone has Super Skills at something and everyone has something that they find hard. We therefore encourage all children to try their best and to always support others who are finding things hard and they then benefit from others supporting them in lessons that they find tricky. This represents our core values of Be Honest, Be Respectful, Be Ambitious and Be Hardworking.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Our school has a Inclusion Manager, Family Support Worker, Behaviour Mentor and Emotional Wellbeing Mentor, and a Brentwood Catholic Society Counsellor who work in school to support children's emotional and social development. The inclusion team support children in class, on the playground, individually and in small groups to teach social and emotional wellbeing. They act as advocates for the children. They have worry boxes that they check daily which any child can put a note in to let someone know that they aren't ok. For those children that may find communicating their needs and views difficult, the inclusion team check in with them regularly to ensure they feel heard.

Where children are experiencing bullying or difficulties with their peers, the mentors run support groups to ensure that the child has a group of other children actively supporting them and ensuring they feel happy and safe. For further details on our approach to bullying, please see our policy.

Our school counsellors work with identified children for a period of at least 6 weeks. They work with parents and school to understand the needs of the child and then work individually with children to support them in dealing with difficult feelings.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

We work collaboratively and actively with a range of other agencies and professionals. We refer to other agencies where appropriate to gain their specialist knowledge to best support pupils. We are always looking to find new and valuable resources and welcome support from other professionals who we invite to meetings and discussions with parents and children. We share important information with other agencies for the best interests of the child and their individual progress. We will always inform parents that we will be referring their child to another professional.

See also our policy on Child Protection which details how we work with Social care to protect children from potential harm.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If parents are concerned about any part of their child's education, they should ideally first consult with the child's class teacher. If an issue is still not resolved, then parents are welcome to contact Miss Foster who will meet with parents to discuss their concerns.

Where parents are still unhappy, they can request a meeting with the Head of School.

We aim to be as supportive and open with parents as possible and hope that parents will feel that they have a positive relationship with us. Where parents are unhappy or unsure, we are always pleased to speak to them and try to resolve their concerns swiftly and collaboratively.

Arrangements for children who are looked after by the Local Authority and have SEN

Children who are looked after and have SEN are managed in much the same way as all children with SEN. We will ensure that we liaise with any additional professionals involved in the child's care to gather information from them and to inform them about the child's progress in school. We will also be mindful that these children may have additional needs as a result of their home lives and these will be taken into consideration when planning their care.