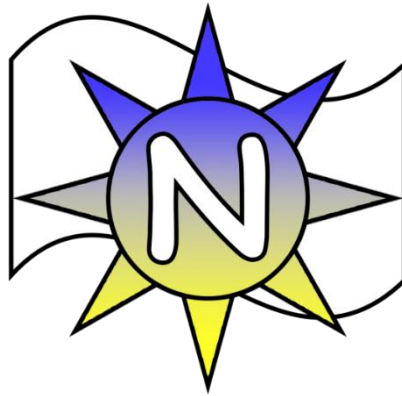


Northway Community Primary School

Information Report



Special Educational Needs and Disabilities

Information for our families

Date: October 2024

Review Date: October 2025

Sefton's Local Offer:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Northway Community Primary School

At Northway Primary School, we strive to support all children to enable them to achieve. We endeavour to meet these needs and to provide equality of opportunity for them all. In order to do this, many steps are taken to support them through their learning journey.

Quality teaching is vital however, for some children there are occasions when further additional support may be needed to help them achieve their full potential.

Northway Community Primary School is an inclusive school and offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.

We aim to:

- Provide a happy, safe, caring & supportive environment.
- Ensure excellence in teaching and learning delivered through a well-planned, rich and varied curriculum
- Encourage children to be self-motivated & to develop a positive attitude towards their learning. This allows them to respond to challenge with lively & enquiring minds.
- Develop the emotional resilience of children, enabling them to overcome any barriers to their learning, by instilling a "can-do" attitude.
- Ensure equal opportunities through our inclusive community.
- Educate children to make healthy life choices, both of mind and body.
- Promote and nurture individual liberty and respect for ourselves, others and the world around us.
- Involve parents in their child's learning and foster strong links between home and school.
- Develop global citizens so children leave us with an understanding of their rights and responsibilities within the wider world.

(Northway Community Primary School Mission Statement)

We recognise that "all children are entitled to an education that enables them to achieve the best possible educational and other outcomes and become confident young children"

(SEND Code of Practice, January 2015).

"Pupils are enthusiastic about their learning and work hard in lessons. They are keen to reach the school's high expectations of their achievement. Right from the start, pupils benefit from a stimulating curriculum which is delivered effectively. As a result, pupils, including those with special educational needs and/or disabilities (SEND) achieve well." (Ofsted, September 2023)

"Staff ensure that pupils' additional needs are identified accurately and quickly. Staff make adaptations to their teaching approaches so that pupils with SEND access the full curriculum and achieve well." (Ofsted, September 2023)

The school staff who support SEND are:

Headteacher: Mrs K McKenzie

Governor responsible for special needs: Mrs N Barnes

SEND Co-ordinator: Mrs L Sumner

All teaching assistants and class teachers.

Definition of SEN

"A child or young person 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 if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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 or mainstream post-16 institutions."

(SEND Code of Practice 2015)

"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them."

(Section 20 Children and Families Act 2014)

Below are Northway Community Primary School's responses to the questions asked in the Code of Practice:

1a. How does Northway Community Primary School know if children need extra help?

At Northway we believe it is vital to identify any special needs as early as possible. Class teachers make regular assessments of progress for all pupils and identify pupils making "less than expected progress given their age and individual circumstances." (Code of Practice 2015, 6.17). However, slow progress and low attainment do not always lead to a pupil being recorded as having SEND. Health Visitors, the School Nurse and Sefton's Early Years SEND Inclusion team are there to support the identification of SEND in the early years.

We know when children need help if:

- concerns are raised by parents /carers, teachers or the child;
- limited progress is being made;
- there is a change in the child's behaviour or progress.

1b. What kinds of SEND are provided for?

The Code of Practice describes four broad areas of need whilst recognising that these are not exclusive. The areas are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs.

We make provision for pupils in all of the above areas.

1c. What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns, you can contact the SENDCO or Headteacher.

2a How will I know how Northway Community Primary School supports my child?

- Each child's education will be planned by the class teacher. It will be adapted accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the child may be placed in a small focus group or receive 1 to 1 adult support. This will be ran by the teacher or teaching assistant. The length of time of the intervention will vary according to need.
- Occasionally a child may need more expert support from an outside agency such as pediatrician or speech therapist. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, support or advice is usually provided to the school and/or parents/carers.
- The Governors support and challenge the leadership and management of the school to ensure that the school is as inclusive as possible and that all children and staff are treated in an equitable way. They monitor and review the progress of all pupils and statutory policies as defined by the DfE.

2b How is progress of SEND pupils monitored?

- Interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. Interventions will be recorded and evaluated.
- All children are formally assessed throughout the year and their progress against age related expectations is closely monitored. The progress of pupils with SEND is also monitored

separately using tracking software called 'BSquared'. In the Early Years, for those children being assessed at a lower level than BSquared, a Sefton document called Small Steps is used to make further assessments. In some cases, small steps of progress may be measured using the outcomes on their learning plans and other diagnostic assessments. Learning support plans will be reviewed after each assessment. Progress towards targets will be recorded and, if necessary, new provision put in place.

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

- All SEND pupil's work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the child in a 1 to 1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given a Learning Support Plan. This becomes a working document which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions and is accountable for the outcomes.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors, privacy boards, ear defenders etc.
- If necessary, alternative methods of recording may be used e.g. use of a computer or cut and paste activities.

4a. How will I know how my child is doing?

- You will be able to discuss your child's progress at parents' evenings.

- You will be invited to review your child's support plan after each assessment (usually once per term).
- Appointments can be made to speak in more detail, at any time, to the class teacher or SENDCO via the school office.
- You will receive an annual written report from the school.

4b. How will the school help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The class teacher and/or SENDCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with behavioral or emotional needs.
- The class teacher and/or SENDCO may identify or contact other agencies that can help you.
- If outside agencies e.g. the Educational Psychologist, have been involved, suggestions for support or activities for interventions may be provided for home use.

5a. What support will there be for my child's overall well-being?

As a school we believe that for pupils to succeed and progress their emotional and social needs must be met. We have policies and well-established practices to support us in this. All those working in the school take responsibility for emotional and social development of pupils. In addition, teachers will ensure that they meet with parents regularly to gather all available information about the pupil's needs and background.

Members of staff such as the class teacher and SENDCO are readily available for pupils who wish to discuss concerns.

5b. What support is available for children with medical needs.

The Governors at Northway Community Primary School use the DfE's "**Supporting Pupils at School with a Medical Condition**" guidance, to make arrangements to support children at school with medical conditions. The statutory guidance in this document is intended to help governing bodies meet their legal responsibilities and sets out the arrangements they will be expected to make, based on good practice. The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

- If a child has a medical need then a detailed care plan is compiled with support from the school nurse and in consultation with parents/carers.
- Staff receive regular training, e.g. epipen/jext pen and asthma training.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. All medicines must be in packaging labelled with the pupil's name.
- Most staff have basic first aid training, with designated first aiders in each building.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- CAMHS (Child & Adolescent Mental Health Service)
- Educational Psychologist
- OT (Occupational therapy)
- SALT (Speech and Language Therapy)
- School Nurse

- SSENIS (Sefton Special Educational Needs Inclusion Service)
- SWACA (Sefton Women's and Children's Aid)
- Together Trust
- Well Young Person's Team

Contact details for any of these agencies can be obtained through school.

7. What training have staff had in supporting children with SEND?

Staff have regular training and meetings to discuss support, usually delivered by the SENDCO. We organise staff training in response to the needs of pupils. If a child joins Northway with a need which is new to us, we arrange staff training as appropriate. New staff are supported through relevant training as well as being supported by more experienced colleagues.

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate;
- However, if it is deemed that an intensive level of 1 to 1 support is required a parent or carer may be asked to accompany their child during the activity.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school;
- Three toilets with disabled access, two with changing beds.

- Wide doors at the front of the building;
- We endeavor to ensure that the learning environment is fully accessible and inclusive for all learners.

10. How will the school prepare and support my child when joining Northway Community Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the child joining/leaving.
- All children attending a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for children who need extra time in their new school.
- All staff are always willing to meet parents /carers prior to their child joining the school.
- Secondary school staff visit children prior to them joining their new school.
- Y6 teachers liaise with the SENDCOs from the secondary schools to pass on information regarding pupils with SEND.
- Where a child may have more specialised needs, a separate meeting may be arranged with the secondary school SENDCO, the parents/carers and where appropriate, the child.
- Home visits are arranged for Nursery children prior to starting school.
- Sometimes we use personalised booklets to help support children with transition from one year to another.

11. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs;
- Resources may include deployment of staff depending on individual circumstances.

12. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- If concerns are identified due to the child's lack of progress or well-being then alternatives will be discussed and planned.
- All class teachers meet with the Head teacher and SENDCO regularly during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.
- At times, the school will request additional assessments from outside services, such as an Educational Psychologist, Sefton Special Educational Needs Inclusion Service and a Speech and Language therapist. These will help us decide what type of additional support and resources are needed. Recommendations from outside services will be implemented.

13. How will I be involved in discussions about and planning for my child's education?

At Northway we will always keep you informed of your child's progress. Any assessment or information gathering about special needs will always include early discussions with parents.

We recognise that parents know their children best and can share vital information to build up a picture of a child's strengths and weaknesses. This may be through:

- discussions with the class teacher;
- parents' evenings;
- discussions with the SENDCO and / or other professionals;
- commenting on their child's support plan with possible suggestions that could be incorporated.

14. How will my child be involved in discussions about their education?

At Northway, we believe in giving all children ownership of their education. All pupils are welcome to the parent's evening discussions and meetings to review their support plans. Their contributions are included in the support plans. Pupil conferences may also be held to hear the child's view on a 1:1 basis.

15 What should I do if I have a complaint?

If you have a concern or complaint, we would like you to tell us about it. We welcome suggestions for improving the education and care that we provide. Most complaints are settled quickly and informally at school level in accordance with our Complaints policy. Our procedures can be found on our website or a copy can be obtained from the school office.

We hope these have answered any queries you may have but do not hesitate to contact the school or SENDCO if you have further questions.

School Office: 0151 526 2565 or admin@northwayprimary.co.uk

SENDCO: Mrs L Sumner senco@northwayprimary.co.uk

Appendix A

There are many SEND terms and services that are abbreviated.

Below is a glossary of the most used SEND terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASC	Autistic Spectrum Condition
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CIN	Child In Need
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDSCO	Special Educational Needs and Disabilities Co-ordinator
SEMH	Social, Emotional and Mental Health
SpLD	Specific Learning Difficulty
SSENIIS	Sefton Special Educational Needs Inclusion Service
SWACA	Sefton Women and Children's Aid
VI	Visual Impairment
WYP	Well young Person's