

Northgate School SEN Information Report (School Offer)

Dear Parents,

Below is the first draft of our school's SEN Information Report (School Offer). We would very much like to get your feedback, so please let us know if you have any ideas on how we could improve it.

Northgate Primary School is inclusive, offering a broad and balanced curriculum for all pupils. All children are taught by specialist staff using a differentiated approach. Where children are identified as having a particular Special Educational Need (SEN) and require additional provision, we may offer a range of support following discussions with the class teacher, SENDco, parents/carers and the child themselves. All maintained schools in Hertfordshire aim to make similar provision through their school offer. For more information on Hertfordshire's SEND policies, please follow the link: <http://handnews.hertscc.gov.uk/>

1. How does the school know if children need extra help and what should I do if I think my child may have SEN?

The SEN Code of Practice (2014) states that a child has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

All children within our classes at Northgate have their progress monitored by their class teacher using regular assessment. If the class teacher or yourself as a parent/carer, feels that a child might need additional help or support, discussions should take place between all of those involved. This might happen by telephone, e-mail, letter, or during parents evening or a booked appointment. You will have every opportunity to maintain an open dialogue with staff about your child throughout their time at Northgate. Where your child may need additional assessment the school's Special Educational Needs & Disability Co-ordinator (SENDco) could be involved and seek external advice. Essentially, it is about you and the class teacher knowing your child incredibly well, and being able to regularly discuss any concerns that you might have.

2. How will the school staff support my child?

We believe that all children at Northgate should have 'Quality First' teaching within the classroom. Your child's class teacher will be trained to use a range of strategies and techniques within the classroom to ensure that children with different abilities and needs can access the curriculum together. For example, children may be divided into smaller focused groups within the classroom supported by the class teacher or a Teaching Assistant (TA). Where your child might need further support in a specific area of the curriculum, they may

participate in a targeted group in addition to classroom teaching supported by a TA or the SENDco.

If your child has a more significant need or diagnosis, the school would work with you to explore advice and support from external specialists. This could involve assessing your child, working 1:1 for a period of time, or training the staff in school to use specific strategies or techniques. The school's SEND policy explains this in more detail, and is regularly monitored and updated with the Head teacher and the SEND link Governor.

3. How will I know how my child is doing?

If your child requires specific SEN Support, they will be given a Learning Passport (which are replacing IEPs at Northgate Primary School as of November 2014) which details the personal targets that they are working on for a specific period of time. The Learning Passport will accompany your child home, and so will enable you to view their targets regularly and monitor their progress. Additional to parents' evenings, you may wish to discuss these targets more frequently, and this can be done by post, email, over the telephone or in person via a booked appointment with the class teacher.

4. How will the learning and development provision be matched to my child's needs?

Careful planning and differentiation will ensure that your child will be able to access the curriculum firstly through their class setting alongside their peers. Activities and resources can be adapted to support your child and their specific need. Regular assessment (both formal and informal) will show us the progress that they are making, and planning will be amended and reviewed as a result. If your child receives additional intervention outside of the classroom, the SENDco, class teacher and TA regularly evaluates the impact of activities to ensure that they are benefitting your child and that your child is making progress.

5. What support will there be for my child's overall wellbeing?

We think it is important that your child is happy in school and is a confident learner, and therefore it is crucial that they are involved with any decisions made about their learning. All children at Northgate have the opportunity to put forward their opinions through 'pupil voice' activities and those with SEN are no exception. We value extra-curricular participation in a range of activities as they form an important role in pupils' social development. We make sure that, where possible, reasonable adjustments are made to ensure that a child with SEN is able to participate. All pupils also have a programme of Personal, Social, Health and Citizenship Education which supports their wider learning and personal development.

6. What training have the staff, supporting children with SEND had or are having?

All staff have access to training in-house on INSET days. We make use of external SEND specialists from Hertfordshire County Council and other

agencies who come in to support our team with specific pupils. Where a teacher or TA is new to a pupil with specific learning needs, every care is made to ensure a clear and informative handover with previous staff, so that strategies already in place are continued, regardless of what point this occurs during the academic year. Our SENDCo also ensures that updates and relevant information on SEND that come into school are shared with relevant staff members.

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

Our SENDCo draws upon expertise from a wide range of sources, but principally from the skilled staff within the school. Where additional support is required to cater for a child's individual needs, they may call upon:

- Hertfordshire County Council Services for education: Educational Psychologist, Speech & Language, Outreach support for specific needs (including behaviour and emotional well-being), Autism Advisory Service, Sensory and/or Physical Needs. *(These are available via a referral from the SENDCo);*
- Health provided services- Speech & Language, Occupational Therapy, Physiotherapy, Child Development Clinic, ADHD Clinic. *(These are available via a referral from your GP)*
- Speech & Language Base Support: assist pupils and teaching staff with those who have specific difficulties in English and Maths (dyslexia & dyscalculia). *(These are available via a referral from the SENDCo)*

8. How will you help me to support my child's learning?

There are a variety of ways in which the school can help you to support your child's learning and wider education. Firstly, your child's class teacher will be able to share with you the targets and strategies that are currently used in the classroom to help your child to make progress. The class teacher and SENDCo may also be able to provide you with more detailed information about your child's specific learning need and signpost you towards groups locally and nationally that offer a wider range of family support and activities. We may also be able to link you to:

- Parent workshops –run locally by different County Council, agency or charitable groups;
- Family support worker;
- Parenting courses;
- Homework clubs;
- Learners Community Library- Herts & Essex Hospital provide this service. Find out more:
<http://localgiving.com/charity/learnerscommunitylibrary>

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

There are several stages of discussion, planning and monitoring of your child's education, dependent upon learning need:

- Stage 1: Regular parent consultations take place at least three times a year and provide an opportunity for you to meet with the class teacher to discuss your child's progress and well-being;
- Stage 2: If your child requires support in addition to what is provided within the classroom, they may be given a Learning Passport with personal targets. These can be reviewed at parent consultation meetings as part of that scheduled discussion, or your class teacher might ask to see you for a separate appointment.
- Stage 3: When a pupil has a range of different agencies working with them, it might be appropriate to set up a 'Common Assessment Framework' (CAF). This provides regular meetings where parents, teachers and professionals can all meet to discuss the child's progress and needs.
- Stage 4: Where a child's needs cannot reasonably be provided from within the resources normally available to mainstream schools, parents may request that an application for a Statement of Educational Need or an Education Health Care Plan be made. More detailed information can be found at:
http://www.thegrid.org.uk/learning/sen/send_pathfinder/ehc_planning/

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

Where possible all reasonable adjustments will be made to ensure that a child with SEND is able to access activities outside the classroom, including educational visits. Risk assessments are always carried out for each activity and the consideration of the specific needs of your child will be part of that process. Where appropriate, parents may be invited to discuss the activity/proposed excursion.

11. How accessible is the school environment?

All schools in Hertfordshire will comply with the Equality Act 2010. This means that they will make reasonable adjustments to the school environment (including, but not exclusively, the school building, classrooms, furniture, shared and play space) to enable pupils with specific needs to be included in the school community. The school is required to have an Accessibility Plan which is available to view in the policies section of the school's website.

12. Who can I contact for further information?

To discuss this document or your pupil's SEND provision in more detail, you can contact:

- Your child's class teacher;
- The SENCO (by calling the school office on 01279 652376 or e-mail senco@northgate.herts.sch.uk);
- The Head (head@northgate.herts.sch.uk);
- The link SEND Governor (Mrs C. Winslow)

- County- SEN Officer (Val Hazell or Angela Scott via <http://www.thegrid.org.uk/learning/sen/team/>)

Whilst we would hope that problems may be over-come in school we understand that you have the right as parents/carers to engage the Hertfordshire Complaints Procedure. East Hertfordshire's education, social care and support for children and families complaints manager is Tim Hood. You can telephone him on 01992 588542, or contact him by email him at cs.complaints@hertfordshire.gov.uk.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

For pupils transferring to secondary school, Northgate has an established routine of working with our Secondary partners to ensure that SEND pupils are well supported. Preparation for transition is part of the curriculum delivered by class teachers, and your child will have the opportunity to speak in a smaller group setting with their class teacher or teaching assistant about the changes that will be happening. Additional visits to destinations schools can be arranged, providing the opportunity for your child to visit their secondary school with a teaching assistant in a smaller group setting. School records (including SEND) are transferred and discussed within 15 days of the child leaving the school, underneath the Education Regulations Act 2000 (both paper and electronically).

When your child moves within the school to the next year group, class teacher's work very closely on ensuring that all records, strategies and progress reports are transferred to the new member of staff. Depending on your child's specific need, you may be asked to attend a transition meeting before the end of the Summer Term to meet with the new class teacher and discuss any concerns.

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

The budget for SEND is decided by the Head and Governors based on the level of need within the school and other financial requirements. Within our budgetary constraints, support is allocated according to the level of need and circumstances of your child. Where circumstances change, it may be possible to apply for Exceptional Needs Funding (ENF) from the local authority.

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

Decisions about the type, level and frequency of support that your child will receive are to be made in discussion with the classteacher, parents and where appropriate, SENDco, Head and/or any additional agencies involved. All children are unique and therefore support must be tailored to their individual needs. The need for support also varies over time –it is important to foster pupil independence as confident learners, therefore some children may

only need targeted support for a short period of time, for a specific skill, or they might need more long-term provision.

For more information regarding Hertfordshire's local offer of services and provision for children and young people with SEN, please visit www.hertsdirect.org/localoffer.

This SEN Information Report complies with the Education Act (1996), the Special Needs and Disability Act (2001), the Equality Act (2010), the Children and Family Act (2014), statutory guidance on Supporting Pupils at School with Medical Conditions (2014), The 0-25 Special Educational Needs and Disability Code of Practice (2014), and The Special Educational Needs and Disability Regulations 2014.