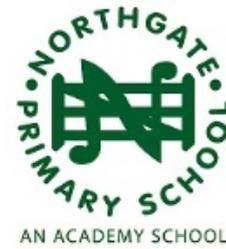


## SEND Information Report (School Offer)

**School Name:** Northgate Primary School

**SEN Coordinator:** Lynn Wallace

**Contact Details:** [senco@northgate.herts.sch.uk](mailto:senco@northgate.herts.sch.uk)



All Hertfordshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND). They are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Schools aim to be inclusive, with the needs of SEND pupils being met in a mainstream setting wherever possible if families wish this to happen.

For further information, please see the [Hertfordshire Local Offer](#)

The following document is designed to inform parents about the provision that Northgate Primary School can offer children with SEND. Should you have any specific queries or concerns, we would invite you to contact the SENCO directly.

### **1. How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs (SEN)?**

- A child is defined as having SEN (Special Educational Needs) in the 2014 Code of Practice as follows:  
*“They have a learning difficulty or disability which calls for special educational provision to be made for him or her; namely provision different from or additional to that normally available to pupils of the same age.”*
- Early identification is paramount and we aim to identify your child’s need at the earliest point possible and as a result make effective provision.
- Our admissions form enables parents to share any concerns they may have about their child and inform the school of any diagnosed or potential special educational needs or disabilities. We receive information about the child’s strengths and needs from their previous schools and pre-schools, as well as from various outside agencies.
- Within school, the progress of all pupils is monitored regularly by class teachers and the senior leadership team through the use of formal and informal assessments. We know our pupils well and when a pupil is not making expected progress their level of need can be quickly identified and discussed with parents/carers and the pupil concerned.
- Parents are informed of the school’s concerns at every stage and are included in discussions to gather appropriate relevant information about the child. Pupil voice is also used as part of this process, which is gathered through conversations.
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our SEN Coordinator (SENCO) as appropriate. Our SENCO is Lynn Wallace (see contact details above).
- Parents/carers, the class teacher and the SENCO will be able to talk about whether referral to an external agency for more specialist advice and support would benefit the child.

## 2. How will the school support my child?

- The Headteacher is responsible for the management of all aspects of the school's work including provision for pupils with SEND. She is involved in setting both the objectives and priorities in the school development plan, which includes SEND and the budget for supporting students within the school's overall financial resources. The Headteacher oversees inclusion and is responsible for feeding back to the Governing Body on SEND matters.
- The SENCO coordinates, manages and reviews the provision for pupils with Special Educational Needs and/or Disabilities. With the support of the Headteacher and Governing Body, she holds responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance for all staff on SEND issues in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.
- Class teachers (who can be contacted via the school office on 01279 652376) are responsible for the progress and development of all of the pupils in their class, including those with SEND who may access support from teaching assistants or specialist staff. They assess pupils' needs, and plan appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO). These are regularly reviewed and adjusted as appropriate. Class teachers work closely with teaching assistants to develop appropriate and responsive provision and directly liaise with parents, including leading termly meetings with pupils who have SEND.
- Teaching assistants are responsible for supporting pupils, including those with SEND, under the guidance of the class teacher. Some teaching assistants have a specific responsibility for pupils with SEND, and may provide 1:1 or small group support. They work closely with class teachers and the SENDCo. Teaching assistants help to facilitate a wide range of teaching and learning styles, demonstrating flexibility as appropriate, and use the school's procedure for giving feedback to teachers about pupils' progress to support the ongoing development of provision.

### Levels of support

- In close liaison with parents, the provision will be matched according to need and appropriateness to the child.
- If appropriate, the school may support your child using an APDR (Assess, Plan, Do Review form) which addresses the individual needs of your child and plans in detail how they will best be met. Provision may be delivered 1:1 or in a small targeted group. The APDR is a working document which is developed alongside parents/carers and the child and is reviewed termly.
- If your child has a more significant need, the school will work with you to explore advice and support from external specialists. Advice received will be considered as part of the APDR process.

### *Whole class teacher input*

All the staff at Northgate work hard to provide Quality First teaching within the classroom, with high expectations of your child and all the pupils in their class. Your child's teacher will have carefully checked their understanding and identified any gaps where they need extra support to help them make the best possible progress.

#### *Specific small group work*

This may be a run in or outside of the classroom by a teacher or teaching assistant. Your child will engage in Guided Group sessions with specific targets to help him/her make more progress. These targets are set by the class teacher in liaison with the Middle/Senior leadership team.

#### *Individual Support*

This type of support is available to children with specific barriers to learning that cannot be overcome through whole class teaching or intervention groups. If your child requires a particularly high level of support or has complex needs which are above that which is normally provided, the school (or you) can request that the Local Authority (LA) carry out an Education Health & Care Needs Assessment (statutory assessment) of your child. This takes a detailed look at their SEN and the support needed in order for them to learn. If the need for a statutory assessment is agreed by the LA, they will then use this process to make an informed decision about whether an Education Health & Care Plan (EHCP) is needed.

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

- Parent consultations take place in the Autumn and Spring terms, along with an annual school report in the Summer term. The SENCO is available at the parent consultations should you wish to discuss your child's needs further.
- Parents/carers are able to meet with the class teacher at any point in the school year to discuss any concerns they have.
- Where appropriate, our children with Special Educational Needs and Disabilities have an APDR. This plan sets out individual targets each term and identifies how school / home can work collaboratively to best support the child. In such cases, targets will be different from or additional to those in place for the rest of the group or class. An APDR will be agreed with your involvement, and wherever possible that of your child. This will be reviewed termly, or more frequently, as necessary.
- In addition to this, information may be shared via letters home, additional meetings with the SENCO and/or the class teacher, phone calls, e-mails and in some instances, home school liaison books.
- For some identified pupils, Annual Review meetings (Education, Health & Care Plans) and Team around the Family (TAF) meetings will also be held.

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

- As a school, we are committed to working in partnership with pupils and parents/carers. We believe in a pupil centred approach and are committed to ensuring that the needs of the children are at the heart of what we do. Through the APDR, Parent Consultations, Child One Page Profiles and any additional meetings, parents/carers and children are given the opportunity to share their ideas on provision.
- The first form of support for all pupils, including those with special educational needs, is high quality teaching.

- Careful planning, which takes account of the strengths and needs of individual pupils, is used to ensure that your child will be able to access the curriculum firstly through their class setting alongside their peers.
- Lessons are appropriately differentiated or adapted for groups or individuals to enable access to learning and foster greater independence.
- Continuing professional development is provided to ensure that teachers are kept abreast of key strategies for support.
- 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.
- The class teacher and teaching assistants supporting pupils with special needs meet at least once a term with the SENCO to discuss the specific needs of each child with SEN. In addition, there is frequent dialogue between members of staff to ensure that the progress of pupils is monitored closely and that appropriate interventions are in place.
- Advice sought from outside agencies will be incorporated into your child's provision. Regular assessment will identify where amendments to provision may be required.

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

- The well-being of your child is extremely important to us and we aim to support and foster the whole child.
- Lynn Wallace (SENCO) is the named Mental Health Lead practitioner within the school. Clare Leeks (Pastoral Lead) is the Deputy Mental Health Lead and a full time member of staff.
- To encourage a love for learning, we celebrate perseverance, resilience and risk taking, ensuring children are not frightened to make mistakes. Children are praised for hard work, determination and having a positive attitude.
- Through offering extra-curricular activities and experiences the self-esteem and social development of your child are considered.
- More specifically, children are supported with their social and emotional development through the curriculum. Personal, Social and Health Education is an integral part of our curriculum and is also taught explicitly in class. In addition, each class has weekly wellbeing sessions.
- Where there is deemed to be a higher level of need, specific tailored interventions may be put in place. These may be school based, or where a referral is deemed appropriate, delivered by external professionals such as the School Nurse, ASPECTs, Step2, or CAMHs.
- Children at school who have medical needs will have a medical plan in place so that staff are aware of the child's needs, any medication required and procedures to be carried out should the need arise.
- Staff are trained in Herts STEPS therapeutic behaviour management. We recognise that some children, including those with SEN who have specific needs that impact on their behaviour, find it difficult to continually follow the school's Code of Conduct. Individual strategies will therefore need to be implemented to support them.
- Please view the school's Antbullying Policy for a detailed overview of our approach to bullying at Northgate Primary School. We are particularly vigilant when it comes to the

bullying or victimisation of our vulnerable learners.

- We endeavour to recognise your child's views and opinions and they will be used to inform APDRs and strategies implemented in class.

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

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff training is updated regularly as required.
- Our SENCO is a qualified and highly experienced teacher who has completed the National Award for SEND (November 2015). She regularly updates staff on relevant training relating to SEND and specific children in school.
- In addition, individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.
- 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.

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

- If in partnership with yourselves it is agreed that your child needs some extra specialist support from a professional outside the school, there are a range of services that may be called upon. Below are examples of just a few that are being accessed within the school.
  - Specific Learning Difficulties Outreach Team (which can offer support for difficulties in Literacy and Maths)
  - Educational Psychology Team
  - Early Years Advisory Team
  - Amwell View Outreach Support
  - School Nurse
  - ADHD Nurse
  - Speech and Language Therapy (SALT)
  - Occupational Therapy and Physiotherapy
  - Child and Adolescent Mental Health (CAMHS) – STEP2
  - Art Therapy

Further information can be found on the 'Support Groups and Networks' section and in the [Hertfordshire Local Offer](#)

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

- The SENCO and class teachers are regularly available to share information and discuss what is working well at home and school so similar strategies can be used.
- The school offers a variety of workshops and meetings throughout the year to inform parents about specific subject teaching, eg. Phonics meeting
- Parents are invited to workshare sessions in the children's classroom (when not restricted by Covid-19). This helps to inform parents about how children learn in school and give ideas to further support at home.
- Information from outside professionals will be discussed with you, and/or report provided.
- APDRs will identify how support can be delivered collaboratively.
- Where appropriate, homework may be differentiated to meet the needs of your child e.g. different spelling activities provided, greater scaffolding given
- Opportunities to support your child are often shared on the school newsletter or can be found in the SEND / Pastoral and the Support groups and networks section of the school website.
- The local Children's Centres and some SEN charities hold support workshops and can support parents with a wide range of issues. For further information, contact the SENCO, or see the newsletters and leaflets displayed in the Reception area at school.

## **9. How does the school enable constructive partnership working with families?**

- In addition to formal Parent Consultations, you can also discuss your child's education with their class teacher and/or the SENCO.
- For some pupils, a school/home liaison book may be used to enable regular information-sharing and updates between key school staff and parents/carers.
- Where a child needs more focused, individualised differentiation, an APDR will be introduced to enable closer monitoring of small steps of progress. You will be asked to comment on and review the targets and progress your child is making each term.
- At times, when pupils needs are more complex, multiple outside professionals may be involved. In such circumstances, a Families First Assessment may be carried out, which will then facilitate regular meetings between the team of professionals and family members. This is known as a Team Around the Family (TAF) meeting.
- If your child has an EHCP then this will be informed and reviewed by yourselves on an annual basis in discussion with all the professionals involved.
- Parent representatives have been involved in the creation of this SEND Information Report.
- Feedback from parents is considered in the development of SEND policy and practice.
- Pupil voice and questionnaires are used to develop practice.

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

- Children will be able to access activities outside the classroom wherever possible.
- A detailed risk assessment will be made, ensuring that risks are minimised and reasonable adjustments are made.
- Where appropriate, parents may be invited to discuss the activity / proposed excursion.
- For some children, social stories and/or visual timetables are used to prepare pupils for school trips and events. These are shared with parents/carers in advance.
- For further details please see the 'Educational Visits Policy'

## 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.
- For more information please read the Accessibility Plan policy.
- Wigit Symbols are used in key areas around the school.
- The school has a sensory room which is used as a safe space and calming area.
- Early, soft starts with our Pastoral Lead are provided as necessary.

## 12. Who can I contact for further information?

- In the first instance, you are encouraged to talk to your child's class teacher.
- Further information and support can then be obtained from the SENCO, Mrs Wallace, who can be contacted via email on [senco@northgate.herts.sch.uk](mailto:senco@northgate.herts.sch.uk) or via the school office (01279 652376). Please note that Mrs Wallace works part-time.
- The SEN Governor, who can be contacted via the school office.
- Further support for parents/carers is available from Special Educational Needs and Disabilities Information Advice and Support Service ([SENDIASS](#))
- Whilst we would hope that problems may be dealt with by school staff, in some cases Governors and Hertfordshire County Council may be contacted.

## 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?

- At Northgate, we aim to make transitions as smooth as possible by ensuring that parents and children are prepared for the next step in their life.
- The Reception class teachers meet with feeder nursery staff to share information and home/school visits take place for all children when they join Nursery and Reception.
- Transition mornings are held at the end of each summer term so pupils can spend a morning getting to know their new class teacher. When your child moves within the

school to the next year group, class teachers 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.
- For pupils transferring to secondary school, Northgate has an established routine of working with our secondary school partners to ensure that SEND pupils are well supported. Some children may benefit from having extra arrangements in place, including additional visits to the school and small group transition activities.
- School records (including SEND) are transferred and discussed within 15 days of the child leaving the school in line with the Education Regulations Act 2000.

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

- The school budget, received from government, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school.
- The Senior Leadership Team and SENCO discuss all the information they have about SEND in the school, including:
  - children already getting extra support
  - children needing extra support
  - children who have been identified as not making as much progress as would be expected
- Within our budgetary constraints, support is then allocated according to the level of need and circumstances of your child.
- All resources/training and support is reviewed regularly and changes made as needed.
- Staffing allocations and interventions are closely monitored to ensure value for money.
- In exceptional circumstances, schools can apply for Local High Needs Funding (LHNF) for those children who have emerging needs or significant complex needs who do not have an Education Health & Care Plan (EHCP).
- Children with an EHCP will follow the Hertfordshire banding system which determines the most appropriate level of funding needed to meet the child's needs. If additional funding has been agreed, this will be provided by the Local Authority (LA) for a period of 1 year, in line with the EHCP annual review.

#### **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 class teacher, parents, SENCO and Headteacher to ensure that the correct amount of support is given.
- It is vital that your child receives a level of support that fosters independence and confidence, as well as improving progress.

- Interventions are discussed with pupils as part of the APDR process.
- The need for support varies over time – some children may only need targeted support for a specific skill for a short period of time, or they might need more long-term provision.

**16. Where can I find out about the local authority's Local Offer of services and provision for children or young people with SEND?**

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](http://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.*