



## **North Road Primary School**

# **Special Educational Needs and Disability (SEND) Information Report**

At North Road Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality First Teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Needs Co-ordinator (SENCO) is:

Mrs Sarah Stillie

The Special Needs Link Governor is:

Mr Paul Erne

## **Roles & Responsibilities**

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. The SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. The school has regular contact with a wide range of external agencies that are able to give more specialised advice.

### **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability?**

**The SENCO:** Mrs Sarah Stillie

Responsible for:

- Making sure all staff support our vision of including all children and that this vision is shared with families, governors and the wider community.
- Coordinating all the support for children with special educational needs and disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Liaising with the designated teacher where a looked after child has SEND.

### **The Class teacher**

Responsible for:

- Checking on the progress of children and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Individual Education Plans (My Plans) to support learning, sharing and reviewing these with parents at least three times a year and planning for the next stage of learning.
- Working in partnership with parents to develop a cohesive team.
- Ensuring that all staff working with your child in school deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom for all pupils they teach with any SEND.

### **Headteacher:** Mrs Sarah Stillie

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that children's needs are met by the SENCO, class teachers and support staff.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.
- Developing a strategic plan to continually improve our provision for children with SEND.

### **SEND Governor:** Mr Paul Erne

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Liaise with the SENCO to monitor provision for children with SEND, ensuring that the School Policy for SEND is embedded.

## **North Road Primary School's Offer and Information Report**

### **1. How does North Road Primary School know if children need extra help?**

We know when pupils need help if:

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

#### **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 any further concerns then contact Mrs Stillie who is the Special Educational Needs Co-ordinator (SENCO).

### **2. How will I know how North Road Primary School supports my child?**

- The class teacher will plan each pupil's education programme. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths & English skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for 12 weeks. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.
- Pupil Progress Meetings are held 3 times a year. This is a meeting where the class teacher meets with the head teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Paediatrician or Educational Psychologist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of North Road Primary School are responsible for entrusting a named person, Mr Mike Munday, to monitor Safeguarding and Child protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure

and Barring Service procedures and the school's Single Central Record. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

- When a pupil has been identified with special needs their learning will be differentiated by the class teacher, to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will help develop their 'My Plan', alongside the class teacher, which is an individualised education plan. Targets will be set according to their area of need. These will be monitored regularly by the class teacher and by the SENCO. 'My Plans are reviewed every 12 weeks and progress towards the achievement of targets will be discussed with parents at Parents' Evenings and 'next steps' planned.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

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

- You will be able to discuss your child's progress at Parents' Evenings. If a longer appointment is required in order to discuss progress towards targets this can be arranged with the class teacher.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to Mrs Stillie (SENCO) by visiting the school office.

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

- The class teacher may suggest ways of how you can support your child.
- Mrs Stillie (SENCO) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:
- The Burrow: a nurture room where members of staff can meet with pupils who wish to discuss issues or concerns.

- An ELSA (Emotional Literacy Support Assistant)
- A Sandbox Therapist
- Playtime and Lunchtime mediators are available to help children who find busy times challenging and who may need some emotional support.

#### Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff that are involved with the pupil.
- All staff receive Epi-pen training delivered by the school nurse.
- All staff receive 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 staff have basic first aid training and at least three members of staff are trained in paediatric first aid.

#### **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:

- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officer
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

#### **7. What training are the staff supporting children and young people with a SEN had or are having?**

Staff regularly received training related to Special Educational Needs. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with sensory needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to support pupils with dyslexia.

Mrs Stillie (SENCO) has successfully achieved the qualification 'National Award for Special Educational Needs Co- ordination' with a postgraduate certificate in Vulnerable Learners and Inclusion.

#### **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 1:1 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 to make the building accessible to all.
- Single storey building.
- toilet adapted for disabled users.
- wide doors in some parts of the building.

#### **10. How will the school prepare and support my child when joining North Road 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/pre-schools and nurseries prior to the pupil joining/leaving.
- All pupils attend transition days where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school or class.

- Mrs Stillie is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff will visit pupils prior to them joining their new school. Mrs Stillie will liaise with the SENCOs from the secondary schools to pass on information regarding pupils with a SEN. Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Stillie, the secondary school SENCO, the parents/carers and where appropriate the pupil.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised at another time during the year.
- 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 class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well being then additional interventions will be arranged.

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

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher during parents evenings or 1:1 'My Plan' reviews
- during discussions with Mrs Stillie or other professionals
- an input on their child's 'My Plan', with possible suggestions that could be incorporated.

**14. Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO.