



## Northmead Junior School – Information report 2022~2023

### What kinds of special educational needs are provided for at Northmead Junior School?

Northmead is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:

- Cognition and learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and / or physical

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Our school provision map shows the range of interventions in place in our school. These interventions are tried and tested and known to support children to make expected progress. The interventions we offer range from support and booster groups for literacy and maths to support around listening, attention and memory support skills; social skills; fine and gross motor skills; phonological awareness, listening comprehension, verbal reasoning and language development, friendship skills, anger management, stress management and assertiveness training. Our intervention programmes are run by teachers, trained learning support assistants (LSAs) who are specialists in specific areas of the curriculum and Emotional Literacy Support Workers (ELSAs)

Northmead has a COIN centre, providing 15 places for pupils with Education Health Care Plans (EHCPs) for communication and interaction needs.

### What policies are in place for identifying pupils with SEN and how do staff at Northmead go about assessing their needs?

Northmead has an SEN policy which can be found on our website. We follow the outline modelled in the SEN Code of Practice (2014) which advocates a graduated approach to meeting pupils' needs. Where concerns exist, staff make adjustments to their own practise in the first instance. Should concerns persist, then pupils will be placed on targeted interventions.

The school will then follow a cycle of:

- Assess
- Plan
- Do
- Review

We monitor the progress of all of our pupils through regular assessments by class teachers. The senior management team then meet with year group staff half-termly to discuss the results and identify the need for additional support where pupils are not making expected progress in a particular area of learning. This is then discussed with parents /carers. In addition, day to day observations of the children's listening and attention skills, fine and gross motor skills, learning behaviours, social skills etc, both within the class room and in other settings across the school highlight to staff any additional needs that children may have.

**What arrangements do staff at Northmead Junior School have for consulting parents of children with SEN and involving them in their child's education?**

If parents/carers have concerns about the progress or attainment of their child, or about their general functioning within the classroom or the rest of the school, they are encouraged to make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Special Educational Needs and Disability Coordinator (SENDCo), Sarah Stocking. If necessary, the SENDCo can refer your child to outside agencies for formal assessment (educational psychology, occupational therapy, speech and language therapy, learning and language support, behaviour support.)

Parents/carers are provided with copies of individual provision maps, where achievement is recorded and next steps described. These are shared by class teachers at parents evening, with the opportunity given to meet with the SENDCo to discuss provision in more detail. At these meetings, discussion includes focus on how pupils can be supported at home to enable them to do even better.

The SENDCo and class teachers are available to meet with parents / carers throughout the school year to discuss their child's needs. These meetings can be arranged by the parent, as they feel necessary and also by the SENDCo where she would like to discuss current attainment and changes to provision. Parents of children with a statement of special educational needs are invited to their child's annual review.

We host a number of learning events to help families to understand what and how we teach their children and how they can best support at home. Our Home School Link worker is available to help with issues about completing home-work and to support with parents' additional needs such as personal literacy skills.

All parents are invited to attend an induction meeting at the start of each school year, where staff set out what will be covered during the year and how parents can support their child's learning.

There are then three parents evening during the year, where parents have the opportunity to discuss their child's learning with the class teacher. They are given individual targets for reading, writing and numeracy so that it is clear how they can help in these areas at home. If a child has an individual provision map for SEND, this is talked through so parents are aware how to support each intervention at home.

Parents are welcomed into the school for special assemblies and showing times. In addition, we are always happy for parents to come in and do voluntary work and the PA is always keen to welcome new members. A school newsletter, available both in paper form and on-line, ensures families are kept up to date with what is going on.

#### **What arrangements does Northmead Junior School have in place for consulting pupils with SEN and involving them in their education?**

The additional support that each child receives is based on their specific needs. Class teachers and the SENDCo look closely at what is preventing a pupil from making progress and then decide on an intervention that addresses this. Once the decision has been made as to the most appropriate type of support for the child, they are then spoken to regarding the support they will be receiving. At this stage, they may work with the SENDCo to complete a one-page profile so that the teaching staff have a clear overview of the whole child. Their views form an important part of this process.

Children are asked to feed back after an intervention has been completed; focussing on their enjoyment of the intervention and how they feel it has benefitted them. If a child has an Educational Health Care Plan, they are involved in the annual review process by contributing their views.

#### **What are the arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review?**

During our assess, plan, do and review cycle we look at the actions needed to support a child towards their outcomes and highlight what each person involved can do to make a positive contribution (teacher, LSA, parent, child). We also have a Home Link Worker (Wendy Cook) who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.

### **What are the arrangements for supporting pupils in moving between phases of education and participation in society?**

We liaise closely with the infants' schools from where our Year 3 children will be transferring. This includes: meetings with Year 2 class teachers to discuss the academic and emotional needs of each pupil, the SENDCo meeting SENDCo's of feeder schools to discuss individual needs and to receive relevant paperwork and the home school link worker discussing pupils who have been seen by the home school link worker in their previous setting. Alongside this, the SENDCo attends Year 2 annual reviews of children with EHCPs transferring to our school.

Year 3 staff visit pupils in their Year 2 classes to introduce themselves. This is followed by two visits to Northmead by pupils. Vulnerable pupils are offered additional visits and receive transition booklets with photos of relevant adults, their new class room and relevant areas of the school environment.

Parents are invited to an evening meeting in the July prior to their child joining us. We encourage parents to introduce themselves to their child's teacher on this occasion and discuss any concerns about transfer. There is a second parents meeting in September, providing an opportunity to further discuss any issues.

We liaise closely with the secondary schools that our Year 6 pupils will be transferring to. This includes class teachers meeting with the head of year for each school and the SENDCo meeting with each SENDCo to pass on information and paperwork. All pupils also attend visits to their new school.

We run a programme for all Year 6 pupils, focussing on moving on. In addition, we run individual programmes for vulnerable pupils. Where possible, we arrange additional visits for those vulnerable pupils who would benefit from this.

### **What is the approach at Northmead Junior School in teaching pupils with SEN?**

Our initial focus is on every child receiving quality, inclusive whole-class teaching (Wave 1 provision.) In addition some children may benefit from small group, short term interventions to enable them to attain age-related expectations (Wave 2 provision.) A small number of children will also require highly personalised intervention to provide for their special educational needs. (Wave 3 provision.)

When the school identifies the need for additional support to enable a pupil to make expected progress class teachers and the senior management team draw up a personalised plan of support which is recorded on an individual provision map. This provision map details what additional provision is in place, what outcome is expected, who is providing it, how often and for how long. The map is shared with parents /carers by the class teacher and/or SENDCo.

We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Our School Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCO on the progress of these pupils

#### **How are adaptations made to the curriculum and the learning environment for pupils with SEN?**

Teachers are provided with detailed information on the needs of individual children (from the SENDCo, specialist advisors and previous teachers) so that they can plan effectively to ensure that all pupils are able to make progress through appropriate differentiation of the National Curriculum. Our teachers and teaching assistants receive regular training to develop their understanding of different needs, for example speech, language and communication needs and ASD. This enables them to adapt their teaching methods and resources to the needs of individuals. Interventions, matched to the needs of individuals, are built into the school day to address difficulties and accelerate progress. These are regularly monitored to review their success.

We have an Accessibility Plan in place, with our policy and practice adhering to the Equality Act 2010. All areas of our school are accessible to wheelchair users, apart from the ICT suite, which is situated upstairs. (Each year group has laptop trolleys, allowing all children to have ready access to computers and the internet without the need to use the ICT suite itself.) The school has a wheelchair accessible disabled toilet. Each classroom has a T-loop system to support those with hearing impairment. Materials are modified as needed, for example we will enlarge the font of materials for children with a visual disability and currently provide appropriate furniture for a child with a physical disability.

#### **What expertise and training do staff at Northmead have and receive in order to support pupils with SEN? How does the school secure the expertise and support of specialist staff?**

The specialist COIN Centre teacher is happy to share her expertise with mainstream staff, providing advice and support for pupils with developmental language delay (DLD). Mainstream children with language delay needs are able to join centre interventions where they address their specific needs.

Regular training is provided for staff members who are supporting pupils with SEND. This can be through whole staff / group training run by the Centre specialist teacher, SENDCo or external advisors. Recent training has included: supporting pupils in maths, writing development and phonics. Staff also receive training for specific areas of SEND.

The SENDCo / Head of Centre receives regular training, allowing them to develop her expertise in order to support the provision for SEND in the school. In addition, she attends local forums where she is kept up to date with current changes and information. The SENDCo has completed the National SENDCo award and also ELKLAN training in communication needs. The Centre also employs a specialist teacher who has completed a post graduate diploma course in teaching children with speech, language and communication needs.

#### **How do staff at Northmead go about evaluating the effectiveness of the provision made for pupils with SEN?**

We review the needs of our pupils and endeavour to put in place provisions in order to be able to cater for these needs. Some of our funding goes towards training so that the in-house provision is more targeted at needs. The SENDCo carries out learning walks, which include reviewing how provision is delivered.

Our provision management tool looks at the impact that each intervention has had on the progress of each child. Decisions are then made as to whether specific interventions are proving effective both in terms of the time spent on them and the finance used in providing the intervention. Tried and tested intervention programmes are used to support learning in reading, writing, numeracy, memory and attention and listening, phonics and aspects of emotional literacy and social skills; fine and gross motor skills; phonological awareness, listening comprehension, verbal reasoning and language development.

We carefully choose resources to match the needs of individuals. Our maths and literacy provision encompasses a wide range of SEN resources, ranging from practical apparatus to support the acquisition of numeracy skills and substantial collection of carefully graded, phonics based reading materials. Texts and activities used in literacy are differentiated according to ability and include high interest books for older children who find reading challenging. School computers give access to Clicker 6, an ICT based literacy tool which consists of a primary talking word processor, an integrated word predictor and pictorial support. Maths activities are differentiated according to ability. We have a range of practical apparatus available to support learning practically. Visual resources and kinaesthetic learning methods are used across the curriculum to reinforce understanding.

Speech and Language resources which are kept in the COIN centre are available to children in the mainstream. These include resources to support phonics learning, vocabulary development, the acquisition of grammar skills, narrative skills, inferential reasoning skills etc.

Children are provided with apparatus to support their specific needs. We currently have children using a wide range of equipment, including coloured overlays and reading rulers for pupils with dyslexia, pencil grips to support handwriting difficulties, shoulder weights, lap weights and sensory toys for those with sensory issues and wedge cushions and writing slopes to enable correct writing position. Visual timetables are used in

each class. In addition, pupils with autism, language and processing difficulties or anxiety issues are provided with personal timetables and other visual prompts

**What steps do staff at Northmead Junior School take to ensure that pupils with SEN are enabled to engage in activities available with pupils in the school who do not have SEN?**

In line with our Inclusion policy, we provide group and individual support to enable all pupils to participate fully in activities, including school trips. This may be in the form of modified or alternative programmes or specific adult support. It may also involve careful management of a pupil's physical regime. We always prepare very thorough risk assessments of all off-site activities.

We make sure that all pupils are given access to the PE curriculum and extra-curricular activities regardless of ability or disability. The curriculum is organised so that no pupil misses physical education activity on a regular basis through a need to attend any other lesson or activity. Planned activities, groupings and individual pupil support are organised to enable maximum participation.

**What support is there at Northmead for improving emotional and social development in pupils?**

We consider it an important aim that all children are happy and free from stress and anxiety and our staff work hard at building positive relationships with the children in their care. All of our children are supported with their social and emotional development through the curriculum; during specific PSHE lessons, through circle time discussions based around current needs and in the context of the assembly theme for the week/month. Our active school council ensures every child has a 'voice' that is heard within the school. The well-being of all children is also a focus at playtimes, where supervising staff provide support with friendships and fair play. The school follows a programme based around solving problems that arise with relationships - Kelso's choice. Friendship buddies from Year 6 are on duty at breaks to provide additional support.

We run a variety of interventions focussed on supporting the well-being of individuals where specific needs have been identified by staff and/or parents. These include social skills, friendship skills, anger management, stress management and assertiveness training. Staff who have received specialist training in these areas, in particular our ELSA, (Emotional Literacy Support Assistant), and HSLW, (Home School Link Worker) run these. Teachers are happy to meet with parents / carers to discuss situations that are affecting their child's well-being. Pupils are also encouraged to share any worries with their teacher or another trusted adult. Staff then ensure that the appropriate support is put in place for that individual.

Where a pupil is having friendship difficulties, they are appointed key trusted adults who they can go to with their worries. Additionally, our home school link worker is available to meet with parents /carers and offer support and advice as needed. She also works with individual pupils both for one-off sessions and for a series of sessions based on a particular need. There is a worry box situated outside the home school link worker's room, where children can post their worries, for a member of staff to follow up.

We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.

**How do staff at Northmead Junior School involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupil's SEN and supporting their families?**

We are supported by the services of STIPS (Specialist Teachers for Inclusive Practise); this includes both a language and learning advisor and an inclusion specialist. Additionally, a link educational psychologist is allocated to the school. We also access the following services to address the needs of individuals: occupational therapy, speech therapy, physical disability support and Freemantles ASD Outreach service. We have good links with CAMHS (Child and Adolescent Mental Health Services) which includes a team of experienced paediatricians, and make referrals and access their advice as needed. (Referrals will only be made with the permission of the parents / carers.) School is supported by REMA (The Race Equality and Minority Achievement) to raise the achievement and improve outcomes for minority ethnic children and young people, including those who speak a minority language (pupils with English as an additional language or EAL) and those from Traveller communities.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help to support their progress and engagement within the learning environment. Our designated teacher (Sarah Stocking) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.

**What are the arrangements for handling complaints from parents of SEN pupils at Northmead with regards to the provision made at the school?**

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENDCo (Sarah Stocking) and / or Head teacher (Debbie Brown) may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. If the concern is still not able to be resolved, then the school governors will look into the matter.



A copy of the school's complaints procedure can be found on the school website. This outlines the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached, then parents can seek external support through the Parent Working Partnership ([www.surreyparentpartnership.org.uk](http://www.surreyparentpartnership.org.uk))