



Northwood Primary School SEND Offer

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<p>MAINSTREAM PRIMARY SCHOOL</p>	

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Northwood Primary School has an open door policy. Parents and carers are encouraged to come in to school to discuss any SEND concerns or worries. You can talk to your child's class teacher or Mrs Strand, our Special Educational Needs Coordinator (SENCo), or Mrs Haynes, our SEN Assistant.

Mrs Jemma Harding is our SEND Governor.

Children with a Statement of Special Educational Needs, or Education Health Care Plan (EHCP), where Northwood Primary is named in the Statement/Plan will be admitted to school before all other children applying for places. Children with a specific medical condition (confirmed by a consultant paediatrician or similar health professional) for whom Northwood Primary is the most appropriate school but who do not have Northwood Primary named in a Statement of Special Educational Needs, will have the second highest priority for admission to the school (following Looked After Children) in the normal admission process. Please see the schools Admission Policy for more details.

[Link to Northwood Primary School Admissions](#)

[Admissions Policy 2017/18](#)

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING

IN THIS SCHOOL:

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in the early years setting about my child's development needs?</p> <p>Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Mrs Strand Reception Class Teacher</p> <p>Class Teacher</p> <p>Mrs Angela Strand</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring the safety and wellbeing of all pupils in the class • Differentiating the curriculum to ensure access and progress for all pupils • Managing Resources and staff to ensure progress for all pupils • Assessing and recording progress to feed into whole school data • Recording and reporting on progress to parents and carers. • Writing and reviewing My Education Action Plans (MEAPs) on a termly basis • Writing Annual Review Statements <p>They are responsible for:</p> <ul style="list-style-type: none"> • Ensuring the safety and wellbeing of all pupils in the class • Differentiating the curriculum to ensure access and progress for all pupils • Managing Resources and staff to ensure progress for all pupils • Assessing and recording progress to feed into whole school data • Recording and reporting on progress to parents and carers. • Writing and reviewing My Education Action Plans (MEAPs) on a termly basis • Writing Annual Review Statements <p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the SEND policy.

	<p>Assistant Headteacher SENCo</p> <p>Mrs Christine Haynes SEN Assistant</p> <p>Mrs Jemma Harding SEND Governor</p>	<ul style="list-style-type: none"> • Co-ordinating the provision for children with SEND. • Ensuring statutory responsibilities and duties as set out in statement /Education Health Care Plan are met. • Liaising with and giving advice to fellow teachers. • Overseeing records of pupils with SEND. • Liaising with parents of pupils with SEND. • Chairing Annual Reviews. • Making a contribution to INSET • Liaising with external agencies, LA support services, health, social services and voluntary bodies. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Managing the administration needs of SEND provision within school. • Liaising with parents of pupils with SEND • Overseeing records of pupils with SEND • Maintaining a provision map for pupils with SEND • Delivering individual and small group support to identified pupils liaising with external agencies, LA support services, health, social services and voluntary bodies. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND.
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HOW COULD MY CHILD GET HELP IN THE SCHOOL? :

Children and young people in Northwood Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the school
- Staff who will visit the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

<u>SEN SUPPORT</u>	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND in this school?	All children <ul style="list-style-type: none"> • Quality First Teaching 	<ul style="list-style-type: none"> • Your child will have their learning needs met through Quality First Teaching, using differentiated activities that are aimed at your child's individual level. • We provide an exciting, opportunity-rich curriculum with appropriate layers of challenge for all children. • We provide an extensive range of curriculum enhancement and enrichment opportunities (trips, visits, visitors, workshops etc). 	All children

	<p>All children</p> <ul style="list-style-type: none"> Evidence based interventions 	<p>Any child who is highlighted as not making expected progress during our pupil progress meetings will access relevant evidence based interventions that are run in school. This decision will be made with the SENCo, Class teacher, Head Teacher and Assistant Headteacher.</p> <p>Interventions that may be used include:</p> <ul style="list-style-type: none"> Rapid Reading Rapid Maths Active Literacy Social Skills groups Memory Skills group One to one reading sessions Booster literacy sessions Booster maths sessions Booster phonics support Handwriting support Precision teaching for reading, spelling, maths Study skills support 	<p>Any child who is highlighted as not making expected progress</p>
	<p>All children</p> <ul style="list-style-type: none"> Social and Emotional Wellbeing 	<p>We do offer support for children's emotional wellbeing and mental health through various interventions that we either run ourselves or can access. Children who need this type of support will be discussed with the SENCo, Specialist Support Advisor, Head of School and Assistant Headteacher and the appropriate</p>	<p>All children that have been highlighted as having an emotional social need or mental health need.</p>

		<p>support will be put in place. Support within school can be (but is not exclusive to or limited to):</p> <ul style="list-style-type: none"> • ELSA • 1:1 support/group work • Pastoral support and guidance • Access to CAMHs (Children & Adolescent Mental Health Services) • CAF support (Common Assessment Framework) • Bereavement support • Young Carers support • Counselling support 	
How can I let the school know I am concerned about the progress of my child in school?	<p>The first point of contact should always be your child's current class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement. Also we have timetabled opportunities throughout the year for parental consultation meetings. Regular progress information is shared and a full school report issued at the end of the year.</p> <ul style="list-style-type: none"> • If you still feel concerned after having spoken to the class teacher then you can contact the SENCo - Mrs Strand. 		
How will the school let me know if they have any concerns about my child?	<p>Your child's class teacher will inform you if they have any concerns about your child. They will usually arrange to have a meeting with you or they will ask the SENCo to set up a meeting.</p>		
How is extra support allocated to children and young people and how do they move between the different levels?	<p>Extra support is identified in half termly pupil progress meetings with the class teacher, SENCo, and Headteacher. They will identify the type of additional support required by vulnerable pupils and staff will be allocated around the school accordingly.</p> <ul style="list-style-type: none"> • Children in receipt of additional Pupil Premium funding will be prioritised for additional 		

	<p>support/challenge.</p> <ul style="list-style-type: none"> • Any child in receipt of extra support through an intervention will be carefully monitored to ensure they progress at an accelerated rate. • Should an intervention be deemed to be ineffective, strategies will be reviewed and amended within 6 weeks. 	
What specialist services are available at or accessed by the school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Educational Psychology Service • Dyslexia Reports
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Speech and Language Therapist • Medina Outreach
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapist • Speech and Language • Early Years
<p>How are staff in school supported to work with children with a SEND?</p> <p>What training have the staff supporting children/young people with SEND had or have available?</p>	<p>All of our staff have been trained in the evidence based interventions that may be accessed by a child with SEND.</p> <ul style="list-style-type: none"> • SENCo has undertaken the nationally recognised NASENCO Award in 2016. • TAs with ELSA, ELKLAN, Autism, Speech and Language training. • Whole staff Dyslexia training • Our staff can access training in all aspects of SEND. • Mental Health First Aid • Chimp Management 	
How will activities/teaching be adapted for my child/young	Teaching will be differentiated by the class teacher depending upon the needs of your child and what level they are working at. Appropriate layers of challenge are ensured. If any specialist equipment is	

<p>person with learning needs? How will the curriculum be matched to my child's needs?</p> <p>How will I know how my child is doing and how will you help me to support my child learning?</p>	<p>needed the school will endeavour to ensure that it is available in order to support your child.</p> <ul style="list-style-type: none"> • A visual, auditory and kinaesthetic approach to learning will be adopted in all core subjects. • The curriculum will be adapted to suit the needs of your child and make sure that it is fully inclusive for all children to enjoy and achieve. • The class teacher and SENCo will keep detailed records and monitoring information on your child's progress. • An arrangement as to when and how often you would like feedback on that progress can be arranged with the class teacher but usually you are informed at least two parent consultation meetings throughout the year. However, more frequent updates can be arranged at the discretion of the class teacher. • If your child needs support at home, the class teacher will inform you on how best to do that. • Every child in school receives weekly homework to be completed at home as well as reading on a daily basis.
<p>How will the school measure the progress of my child?</p>	<p>In circumstances where teachers decide that a pupil's learning is unsatisfactory, the SENCo is the first to be consulted. The SENCo and teacher will firstly initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the usual course of action is to provide support through SEN Support. Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support. Adequate progress is defined as that which:</p> <ul style="list-style-type: none"> • Narrows the attainment gap between the pupil and their peers • Prevents the attainment gap increasing • Is equivalent to that of peers starting from the same baseline but less than the majority of peers • Equals or improves the pupil's previous progress rate • Ensures full curricular access • Shows an improvement in self-help, social or personal skills • Shows improvements in the pupil's behaviour.

<p>What is the pastoral, medical and social support available in the school?</p> <p>What support will there be for my child/young person's overall wellbeing?</p> <p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>What approaches are used in to manage behaviour?</p>	<p>Pastoral and social support:</p> <ul style="list-style-type: none"> • School Nurse • Social Skills (when necessary) • Clear rules and boundaries consistent throughout the school • Stickers/certificates/awards • Assemblies that support children to grow emotionally in the right direction - Golden Assembly • Chatting Chums • Community Build • Forest School • Excellent Sports Provision • International School Projects - learning about children and their cultures from different countries • Anti-bullying Conferences • School Council <p>At Northwood Primary School we will try to support any child with a behavioural need by trying to identify the underlying cause for that behaviour and supporting the child and family in ways to help improve the situation. We could offer (after consultation with Head Teacher, SENCo, class teacher and parents)</p> <ul style="list-style-type: none"> • Exciting, opportunity-rich curriculum offered to all pupils • Extensive range of curriculum enhancement and enrichment opportunities (trips, visits, visitors, workshops etc.) • CAF (Common Assessment Framework) • Behaviour Support Plan • Positive Behaviour Policy • Whole school system for rewards and sanctions • Modified timetable - access to alternative provisions • Additional adult support
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	<ul style="list-style-type: none"> • 1:1 / small group intervention work • SAM meetings with Education Welfare Service • Behaviour Support Services • Education Welfare Support
<p>What support does the school have for me as a parent of child with a SEND?</p> <p>How are young people with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> • We run an open school policy where parents are free to come in and chat to class teachers and the SENCo whenever they feel they need someone to talk to. • We also offer CAFs (Common Assessment Framework) to those families that meet the criteria. Through these, further support networks can be accessed such as parenting support. • Support meetings with our SEN Assistant • My Education Action Plan (MEAP) directly involves the older children in their education and all children with SEN have an individual tracker that monitors progress and interventions.
How does the school manage the administration of medicines?	<ul style="list-style-type: none"> • Please see the school's policy on administering medicines. • Permission forms are completed and signed by parents as appropriate. • Medicines are kept securely in the classroom, school office or refrigerator.
How accessible is the school environment? (including after school clubs and school trips)	<ul style="list-style-type: none"> • All classrooms are on the ground floor of the building and are accessible to those with physical disabilities. • There are specially built disabled toilet and shower facilities available. • We ensure that equipment used is accessible to all children regardless of their needs. • After school provision is accessible to all children including those with SEND. • Extra-curricular activities are accessible for children with SEND.
How will the school support my child when they are leaving? OR moving to another Year?	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • We have close links with our on-site pre-school and run play afternoons for the whole of the summer term to ensure that transition is as smooth as possible. Our class teacher visits every child in its pre-school, nursery to support transition. Home visits are offered to every family who begins school at Northwood. • If your child is moving child to another school we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make

	<p>sure that all records about your child are passed on as soon as possible.</p> <ul style="list-style-type: none"> • When moving classes in school: Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All MEAPs will be shared with the new teacher. We create a Transition Booklet for all children at school to show exactly who will be working with your child in their new class. • In Year 6, the Year 6 Teacher and SENCo will discuss the specific needs of your child with the SENCo of their secondary school. Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
<p>Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • Through our SENCo Mrs Strand • SENDIASS • FIZ • NHS Speech and Language Service • Occupational Therapy Service • Isle of Wight Local Authority • Barnardo's Family and Parent Support • Short Breaks

Glossary of Terms:

- ASD – Autistic Spectrum Disorder
- CAF – Common Assessment Framework
- EY – Early Years
- SAM – School Attendance Meeting
- SEN – Special Educational Needs
- SENCo – Special Educational Needs Co-ordinator
- SEND – Special Educational Needs and Disability