



These pages set out information about our provision for children with special educational needs (SEN). They are updated annually.

About our school

Northern House School provides education for children with Statements of Special Educational Needs or Education, Health and Care Plans with a wide range of special educational needs including those with:

- **Communication and Interaction needs:**
This includes children who have speech, language and communication difficulties including autism spectrum conditions (ASD or ASD).
- **Cognition and Learning needs:**
This includes children who have learning difficulties, moderate learning difficulties, specific learning difficulties like dyslexia, dyspraxia and dyscalculia and those with global developmental delay.
- **Social, Emotional and Mental Health needs:**
This includes children with ADHD, attachment difficulties, anxiety, depression and other mental health needs.
- **Sensory and/or Physical needs:**
This includes children with sensory processing difficulties, hearing impairment and visual impairment. It also includes children with a physical disability that affects their learning, medical conditions such as epilepsy and diabetes and those that require personal care assistance.

Northern House School is a special day school catering for up to 86 boys and girls aged 5 – 11 with Social, Emotional, and Mental Health Needs.

Our Special Educational Needs Co-ordinator (SENCo) is Mrs J. Jones, Headteacher (key responsibilities are delegated to members of Senior Leadership)
She can be contacted on 01865 557004.

Our Governor with responsibility for Special Educational Needs is Seanoid Danziger.

Our Special Educational Needs and Disability (SEND) policy can be found on our website.

Our Single Equality Scheme can be found on our website.

Our Accessibility policy and Accessibility Plans can be found on our website.

How do we identify and give extra help to children with SEN?

All of our pupils are admitted with a Statement of Special Educational Needs or an Education, Health and Care Plan that carefully details their special educational needs and lists suggested strategies and provision to meet individual needs.

We continue to track the progress of children throughout their educational career at Northern House School to ensure that they receive appropriate help and support. We frequently refer children to external agencies and support services to ensure that additional needs are identified and supported, including arranging additional training for staff to ensure that children receive the most appropriate support and guidance.



We look at ways in which the school environment can be adapted to meet the individual needs of the child.

We discuss individual needs with parents and create Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) and Next Steps documents to demonstrate progress towards the outcomes agreed in Annex A of the Education, Health and Care Plans (EHCP) and aim to involve our children and their parents in identifying strategies and reviewing progress regularly. Positive Behaviour Plans (PHPs) and Risk Assessments are written for pupils that require Restrictive Physical Intervention (RPI).

On occasion the school uses the Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings', to provide additional information for referrals to external agencies and support services. This guidance also sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents/carers and children?

We will always contact parents/carers if we have a concern that a child may have an additional special educational need.

We work closely with children with SEN and their parents/carers to agree outcomes and how we will work towards these, and then to review progress. We do this by information shared in the Home-School Diary, pre-arranged phone calls, six week reviews, Individual Educational Plans, Annual Reviews, Writing the Outcomes meetings, Annual reports, 2Simple reports and at parents' evenings.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this through parental and pupil questionnaires, parental coffee mornings, school council, six week reviews and Annual Reviews.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and are fully inclusive. Our curriculum has been developed using the Pearson Abacus and Wordsmith schemes for numeracy and literacy and the Cornerstones foundation units to support a



thematic approach. Details of our curriculum is published on the school website and parents receive a termly curriculum newsletter to share topic information. We adapt the curriculum in a variety of ways to ensure that all children are able to access and engage with the activities.

- We offer One to One Tutoring in Literacy and Numeracy for pupils eligible for the Pupil Premium.
- Our SEN Team offers Catch Up Reading interventions for individual pupils to enable them to secure key skills for decoding and comprehension.
- We run Nurture groups for up to four pupils, focusing on early emotional and social development as well as basic Literacy and Numeracy.
- We use a range of Speech and Language programmes advised by our therapists for individual pupils and small groups, including Talkboost.
- We also employ two play therapists, an art therapist and a music therapist to work with pupils that are prioritised for needing additional support for their emotional and mental health needs.
- We offer Lego therapy and Drawing and Talking therapy, delivered by school staff to small groups and individuals.
- Small group teaching (class sizes of 8 – 10) with two class based adults ensures that pupils receive additional support in class and can work on their key areas of development.

What expertise can we offer?

Our SENCo holds the following qualifications in addition to her teaching qualification:

- Post Graduate Certificate in Special Education Needs
- Post Graduate Certificate in Teaching Children and Young People with Literacy Difficulties.
- Foundation Course in Teaching Dyslexic Children
- DfE Certificate for The National Programme for Specialist Leaders of Behaviour and Attendance.
- Has attended the Level 2 AET Autism training
- And is planning to start working towards gaining the National SENCo qualification shortly.
- Mrs Jones also sits on the Oxfordshire EHCP Task group as a representative of OASSH (Oxfordshire Association of Special School Headteachers).

All of our staff have received the training in the following areas and individual pupil and staff needs are constantly reviewed to inform future training. Our staff have completed both the Level one and Level two Autism Training from the Autism Education Trust and some are in the process of submitting their portfolios to the AET for accreditation. Staff have also received training regarding anger management, depression in children, sensory processing difficulties, speech and language difficulties and attachment difficulties.



All of our staff hold a foundation certificate in Team Teach; some of our staff have received phonics training, enhanced training in working with children with literacy difficulties, Drawing and Talking Therapy and attachment theory.

There are also members of staff who have trained at a specialist level in the following areas, Advanced Team Teach, Rebound Therapy and have completed MAs.

Teaching Assistants are given additional training to support the particular needs of the children that they work with.

Our SEN Governor has attended the SEN Governor training course.

We also have access to a range of specialist support services including:

- Educational Psychologists
- SENSS (Special Educational Needs Support Service), who support children through advisory teachers for visual impairment, advisory teachers for hearing impairment, advisory teachers for Autism, and LACATs (Language and Communication Advisory Teachers).
- Child and Adolescent Mental Health Service (CAMHS) including the North, South and City teams.
- Oxfordshire Schools Inclusion Team
- Integrated Therapy services for Speech and Language Therapy, Physiotherapy and Occupational Therapy
- Early Intervention Hub workers
- Independent Speech and Language Therapy through the Owl Centre.
- Independent Occupational Therapy through the Owl Centre
- Therapeutic support – play, art and music therapy.
- Children's Social Care – North, South and City teams
- Children's Diabetes Nursing Team
- School Health Nursing Team
- The Virtual School for LAC pupils
- The Multi-Agency Safeguarding Hub (MASH)
- Countywide Attendance Team
- The ATTACH Team
- REOC (Residential Edge of Care Team)

Information about these services and what they offer can be found on the Oxfordshire County Council SEN pages.

We always discuss the involvement of specialist SEN services with parents before referral and ask for parental contributions on referral forms.

We also work with other services and organisations that are involved with a family, with the family's permission. The only exception to this is if a child makes a disclosure of a safeguarding nature and Children's Social Care is informed via a child protection route.



How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school through the use of B squared and CASPA. Progress is also monitored informally through book scrutiny, teacher assessment, spelling and times tables certificates.

In addition for children with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations, including the use of standardised assessments such as the Salford Sentence Reading Test.

When we run special intervention programmes for individuals or groups of children we assess how success they have been and use that information to inform future provision and next steps for individual pupils.

Information about how the Governing Body evaluates the success of the education that is provided for pupils with SEN is contained in the Governor's Annual SEN report.

How are children with SEN helped to access activities outside of the classroom?

All children are included in activities and trips following the completion of risk assessments where appropriate and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and children when planning trips so that everyone is clear about what the expectations are and what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children with SEN?

All children have the opportunity to share views through their school council representatives, pupil questionnaire and directly to any member of staff, including the Deputy Headteacher and Headteacher.

We listen to the views of children with SEN by directly seeking their opinions on issues within the school community, through regular discussion, school council meetings and pupil questionnaires.



We take bullying very seriously. We help to prevent bullying of children with SEN by closely monitoring pupils at all times, reducing opportunities for children to be bullied, listening to what children tell us, raising awareness of what bullying is and what children can do if they feel that they have been bullied, facilitating restorative meetings where appropriate, involving parents and supporting both the victim and perpetrator to move forward.

The school offers a range of therapeutic interventions to support pupils to support the improvement of pupil's mental health and well-being,

Joining the school and moving on

We recognise that moving school can be a difficult and worrying time for pupils and their parents and carers. We have developed our admission and leaving protocols to support children and their families' in making a successful and supported transition.

Children joining Northern House School benefit from the following transition activities:

- The child and a known member of staff from the sending school complete a communication passport for the child's receiving teacher.
- The sending class teacher completes a simple document to provide contact details of professionals working with the child, academic levels, medical diagnoses, key contact information and standardised test results.
- The child and their family visit Northern House School for a formal admission meeting with the Headteacher. At this meeting a general introduction to the school is given, the child is asked about their likes and dislikes at school, expectations and reward system and then the family have a tour around the school, stopping at key areas for the child e.g. classroom, art room, hall, music room and food technology room. The family is given a prospectus, key documentation and forms and the child receives a welcome pack of stationery and a handbook written by pupils. This book includes photographs on the key class staff and names of the children. For pupils with ASC, this book often contain photographs of key areas e.g. the classroom and communal areas such as the hall.
- First visit to school, usually accompanied by a known member of staff. This lasts approximately one hour and is a class based activity.
- Second visit, usually accompanied by a known adult initially, then withdraws. This lasts approximately 1 to 2 hours and includes lunch time, to support the child in knowing what happens at lunch time.
- Child then starts attending the following week

Children leaving Northern House benefit from the following transition activities:

- Parents are encouraged to visit all potential settings to enable them to make an informed decision regarding their child's secondary school placement. School staff can support parents in visiting settings if they are worried or unable to access the settings unsupported.
- A list of questions to ask secondary schools is available from Northern House to help parents find out the information that they need to know.

- Children are notified as soon as possible regarding their next school placement, in collaboration with parents.
- Discussions held between sending and receiving SENCOs to ensure that appropriate provision is in place and that the children individual profile has been fully understood.
- Transition work is carried out in class to discuss the feelings of leaving and explicit work is carried out regarding positive endings.
- Researching their new school using the internet and supported by a member of staff to help them to formulate questions in preparation for their visit.
- Completion of a 'Moving On' transition booklet which enables children to find out key information about their new schools.
- At least one, preferably, two visits to their new special secondary placement. Attendance at all transition days for children moving back to mainstream education, and opportunities to regularly communicate with their key workers during term 6.
- Participation in 'Leaver's Week' during term 6 to work together as a group and work through any worries or anxieties.
- Headteacher writes to all leavers at the end of Term 6 explaining their qualities and giving advice about their next steps and again at the beginning of September to let the children know that they are being thought about and reinforcing that they will be successful and well liked in their new school.

Who to contact:

If you are concerned about your child please contact the class teacher in the first instance, as they are the person at school who knows your child best. If you feel unable to discuss the issue with the class teacher, please contact the Deputy Headteacher or Headteacher to discuss your concerns.

If you would like to provide feedback, including compliments and complaints about SEN provision at Northern House School please contact the Headteacher on 01865 557004. We aim to respond to any complaints within 3 days.

If you would like impartial advice from SENDIASS (Special Educational Needs and Disability Independent Advice and Support Service - formally Parent Partnership) contact on 01865 810516 or

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

If you would like to know more about opportunities for children with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

Special Educational Needs Information Report

Northern
House
School



2016/09/01

Version Number: 3

Joanna Jones

Review Date: 2016/09/01

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

Our school has contributed to the County's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

Joanna Jones

1st September 2016