



Rationale

Northern House School (Wokingham) is a specialist environment for those pupils who have been identified as having social, emotional, and mental health difficulties, many of whom have additional needs. All pupils who attend the school have an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Needs. The school currently caters for Primary pupils (Year 4 to 6) and Secondary pupils (Year 7 to 11).

As stated in the Northern House School (Wokingham) mission statement the school aims to believe, achieve and succeed by delivering a personalised learning experience that promotes independence, resilience and confidence for future life. Our aim is to deliver a curriculum that promotes academic progress, whilst also focusing on the social, emotional and mental health needs of our pupils, so that pupils of all abilities achieve to their maximum potential.

Purpose of this document

This document sets out how Northern House School (Wokingham) provides support to ensure that our pupils who have special educational needs can access an education that is responsive to their needs. This document describes the national requirements introduced by the Children and Families Act 2014 and how we will meet the requirements of this document. It does not replicate the legislation or statutory guidance.

This policy should:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEN Code of Practice
- Support a whole school approach to the management and support of SEN
- Provide support and advice for parents and staff.

Background

The Children and Families Act 2014 is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs. The Act sets out a new context for ensuring that children and young people who have special educational needs / disability (SEND) are supported to access and benefit from the range of educational opportunities available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, **'The Code of practice: 0 to 25 '(COP)**. It is this guidance to which all local authorities, all publicly funded early years and educational settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education, Health and Care (EHC) Plan which will replace statements of SEN. From September 2014 all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC Plans by summer 2017.



Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely that provision that is, additional to or different from that normally available in a differentiated curriculum.

Under the SEND Code of Practice 2014, special educational needs are categorised under five broad areas, these being:

- Social, emotional and mental health difficulties
- Cognition and Learning
- Communication and interaction
- Sensory and / or physical
- Medical

Social, Emotional and Mental Health Difficulties is the primary category of need for pupils at Northern House School (Wokingham). These difficulties manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Other children may have been diagnosed with disorders such as Attention Deficit Disorder (ADD)
Attention Deficit Hyperactivity Disorder (ADHD)
Attachment Disorder
Autistic Spectrum Disorder (ASD)

Many children at Northern House School (Wokingham) have additional needs that include:

Communication and Interaction Needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every young person with SLCN is different. They may have difficulty with one, some or all of the different aspects of speech, language or communication at different times of their lives.

Children with Autism, including Asperger's Syndrome are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Young people with learning needs may learn at a slower pace than other young people and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

Northern House School (Wokingham) acknowledges that pupils' needs can change over time therefore we continually respond to individual needs at a given time and provide interventions and / or support which may be on an ongoing basis or for a limited period of time.



This document sets out how Northern House School (Wokingham) provides support to ensure all our pupils access education that is responsive to their individual needs. We pride ourselves on being able to provide a flexible working arrangement to suit a variety of educational needs.

What we are required to do to:

Northern House School (Wokingham) is a specialist environment for those pupils who have been identified as having social, emotional and mental health difficulties. All pupils attending the school have a Statement of Special Educational Needs or an Education, Health and Care Plan, therefore SEND is at the centre of everything we do in school.

Pupil's needs often change over time and therefore we are continually responding to individual need however, there are specific duties on us and our governing body to:

- Publish information on the school website about the implementation of the Governing Body's policy for pupils with SEND.
- Publish the SEND policy and the schools Local Offer on the school website and review regularly.
- Publish information on SEND funding and provision and monitor expenditure.
- Appoint a SEND governor and Special Educational Needs Coordinator (SENCO) (See SEN Regulations 2014)
- Monitor progress of SEND pupils and ensure provisions specified in Statements/ EHC Plans are in place.
- Review Statements / EHCP's at least annually.
- Ensure all policies take SEND into account through the equality impact assessments
- Keep under constant review the arrangements for pupils present and future with a disability.

Identifying Additional Special Educational Needs

Northern House School (Wokingham) identifies additional needs in a variety of ways:

- Children enter school having been identified with SEMH difficulties and other additional needs
- Parents may raise their concerns with the school
- Through guidance and information from another professional working with pupils in school.
- In school, identification may be made through screening, assessment or observations,

It is the responsibility of all schools to provide good teaching and holistic support for all pupils. All pupils are entitled to an education that enables them to make progress so that they achieve to their best and become confident individuals living fulfilling lives.

The role of subject teachers is to provide high quality teaching for all pupils.

The Code of Practice states: High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. Additional interventions and support cannot compensate for good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

Northern House School (Wokingham) regularly and thoroughly reviews the quality of teaching for all pupils. This includes staff appraisal, lesson observations, learning walks and regular meetings with individual teachers to discuss pupil progress. Continuing professional development is

encouraged for all staff and there is regular group training aimed at improving staff understanding and knowledge of SEND.

Baseline Literacy assessments are conducted with every pupil on entry to Northern House School (Wokingham) and updated annually. In all subjects across the curriculum attainment and achievements are monitored by their subject teachers. In the Secondary School half termly assessments are carried out in all curriculum subjects and within the Primary school half termly assessments are carried out in Literacy and Numeracy. These should seek to identify pupils making less than expected progress given their baseline assessments, age and individual circumstances.

In the Primary School termly assessments are also carried out using the Boxall Profile to support the wider development of pupil's social and emotional needs.

Additional needs and provision may be triggered when pupils fail to make expected progress with either their social or emotional development or academic attainment despite having access to differentiated programmes.

Lack of progress may be indicated by:

- Little or no progress despite having had access to a differentiated programme.
- Working at levels significantly below age expectations, particularly in literacy and numeracy.
- Presenting with persistent emotional and behavioural difficulties that have not been impacted on through strategies usually employed.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning

Meeting Educational Needs in Our School – Local Offer

Where a pupil has been identified as having an additional need the school will take action to remove barriers to learning and put effective provision in place. This provision will be planned, implemented and reviewed on a regular basis and discussed with parents (and pupils where appropriate.)

Additional SEND provision at Northern House School (Wokingham) includes:

- Individual and small group literacy support, to develop reading, reading comprehension, spelling and writing skills.
- Individual and small group speech and language programmes for pupils with language and communication needs.
- Individual occupational therapy programmes to support a sensory diet.
- Individual once weekly access to therapeutic provision including Psychotherapy and Art Therapy
- An extensive vocational programme tailored to individual need.
- An extended school day to provide mentoring and support academic and social development will be on offer where appropriate.

To support children, young people and their families the Children and Families Act requires all local authorities to set out a Local Offer. The Local Offer is a description of support and services



which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations.

Northern House School (Wokingham) has written a Local Offer which describes and details in full the SEND support at our school. This is updated regularly. Our Local Offer can be accessed on our school website at www.northernhouse.org.uk

Working with other practitioners and professionals

Northern House School (Wokingham) works closely with external agencies in our locality and in the locality of our pupils to ensure that the needs of our pupils and their families are met. To this end appropriate expertise, resources and information is shared. Where appropriate, referrals are made to, and support accepted from, a range of other professionals and services to meet the needs of individual pupils. This includes Educational Psychology Service, Social Care and Occupational Therapy. The team at Northern House School (Wokingham) School includes a Pastoral Support Officer, an Art Therapist, Psychotherapists, Animal Assisted Learning and a Speech & Language Therapist.

The school supports pupils between the different phases of education and ultimately preparation for adult life. The team at Northern House School (Wokingham) includes a Vocational Manager who works with Adviza service, a wide range of external vocational providers, colleges and employers to achieve outcomes that reflect the ambitions of our pupils.

How does Northern House School (Wokingham) assess, record and review progress?

- The school has rigorous assessment for and assessment of learning procedures. Classroom staff formally assess pupils 'progress half termly.
- All pupils have an IEP which is monitored regularly and reviewed with pupils every half term.
- All pupils have an Annual meeting to review their statement of SEN or EHC plan.

How will I know how my child is doing at Northern House School (Wokingham)?

Parents/carers are key partners in a pupils' progress at Northern House School (Wokingham). Evidence shows that they make most progress when their key adults work together.

At Northern House School (Wokingham) we demonstrate this by:

- Always discussing any concerns we have with parents / carers at the earliest point.
- Being open and honest about what we can deliver.
- Parents and pupils are encouraged to attend Annual review meetings.
- The IEP includes pupils and parental comments.
- We formally report to parents in an annual End of Year Report.
- Additional meetings can be organised at staff or parent / carer requests to discuss any concerns or issues.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the whole school team.



The Headteacher and Governing Body has a legal responsibility to determine the strategic development of SEND policy and provision in the school. The Headteacher has overall responsibility for ensuring appropriate provision is made for pupils at Northern House School. The Leadership Team will work together to ensure pupils needs are identified and that appropriate support is in place.

SENDCO / ASST SENDCO

In collaboration with the Headteacher and Governing Body, the SENDCO has day to day responsibility for the operation of SEND policy and co-ordination of specific provision made to support pupils with SEND.

Providing professional guidance to colleagues and working closely with staff, parents and other agencies.

Coordinating additional and therapeutic provision and contributing to the in-service training of staff.

Class/subject teachers will be responsible for providing high quality teaching, differentiated for individual pupils. They are responsible for setting suitable learning challenges and facilitating special educational provision in response to pupils diverse needs in order to remove potential barriers to learning.

All teaching and non-teaching staff

All staff should be aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. This includes improving their understanding of strategies to support pupils and develop their knowledge of the SEN most frequently encountered.

Pupils

Northern House School (Wokingham) acknowledges and promotes the pupils role in learning. Pupils are encouraged to be involved in decision making by attending all reviews and in evaluating their IEP targets. Pupils views are recorded as part of the process and their views are valued and listened to.

Complaints

In the first instant, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school Complaints Policy.