

## **SEND Information Report (School Offer)**

**School name:** Northgate Primary School

**SENCo:** Lynn Wallace

**Contact details:** [senco@northgate.herts.sch.uk](mailto:senco@northgate.herts.sch.uk)



Northgate Primary School is an inclusive school where the needs of pupils with Special Educational Needs and/or disabilities are met in a mainstream setting wherever possible. Where children are identified as having a particular Special Educational Need (SEN) and require additional provision, we may offer a range of support following discussions with the class teacher, Special Educational Needs Co-ordinator (SENCo), parents/carers and the child themselves. All maintained schools in Hertfordshire aim to make similar provision through their school offer.

### **1. How does the school know if children need extra help and what should I do if I think my child may have SEN?**

- All children at Northgate have their progress monitored carefully and assessed by the class teacher every half term.
- If it is felt that a child is not making progress, teachers identify main areas of need and discuss with the SENCo before putting new strategies in place. This will initially take the form of additional support in class or targeted intervention.
- If you, as a parent/carers, feel that your child might need additional help or support, discussions should take place with the class teacher in the first instance. You will have every opportunity to maintain an open dialogue with staff about your child throughout their time at Northgate.
- Where your child may need additional assessment, the school's SENCo could be involved.
- Parents/carers, the class teacher and the SENCo will be able to talk about whether referral to an external agency would benefit the child for more specialist advice and support.

### **2. How will the school staff support my child?**

- All the staff at Northgate work hard to provide Quality First teaching within the classroom.
- The class teacher may decide that a child needs additional support in class and may plan extra small group or 1:1 work with them to support their learning.
- A Teaching Assistant (TA) may work with a child as part of a small group or 1:1, working on specific targets set by the teacher.
- If the class teacher is concerned about a child's progress, they will ask the SENCo for advice and support to implement new support strategies.
- The head teacher will also be informed about a concern about a child's progress as part of pupil progress meetings.
- If appropriate, an individual provision map will be written by the class teacher and SENCo, which is then shared with parents/carers. Targets are reviewed termly.
- If your child has a more significant need, the school will work with you to explore advice and support from external specialists.

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

- Parent consultations take place in the Autumn and Spring term, along with an annual school report in the summer term.
- Parents/carers are able to meet with the class teacher at any point in the school year to discuss any concerns they have.
- If an individual provision map has been put in place, parents/carers and pupils will meet termly with the class teacher to discuss progress made against the targets set in the plan.
- If your child has complex identified needs, the family, child and SENCo will work together to create a one page profile. This is a person centred approach that captures that child and what interests and motivates them. These are reviewed annually. Your child may also receive a One Plan, the targets of which are reviewed termly.

### **4. How will the learning and development provision be matched to my child's needs?**

- Careful planning and differentiation will ensure that your child will be able to access the curriculum firstly through their class setting alongside their peers.
- Activities and resources can be adapted to support your child and their specific need.
- Regular assessment (both formal and informal) will show us the progress that they are making, and planning will be amended and reviewed as a result.
- If your child receives additional intervention outside of the classroom, the SENCo, class teacher and TA regularly evaluate the impact of activities to ensure that they are benefitting your child and that your child is making progress.

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

- We believe it is of paramount importance that your child is happy in school and is a confident learner. All children at Northgate have the opportunity to put forward their views through 'pupil voice' activities and those with SEN are no exception.
- We value extra-curricular participation in a range of activities as they form an important role in pupils' social development.
- Children at school who have medical needs will have a medical plan in place so that staff are aware of a child's needs, any medication required and procedures to be carried out should the need arise.
- All pupils also have a programme of Personal, Social, Health and Citizenship Education which supports their wider learning and personal development.
- Please also see the school's behaviour policy.

## **6. What specialist services and expertise are available at or accessed by the school?**

We will seek advice and support from outside agencies where required, for individual children. This enables pupils to receive specialist advice to support them in their learning.

Currently, the school is working with:

- Educational Psychologist & Psychology Assistants
- Hertfordshire Speech & Language therapists
- School nurse
- Behaviour support team
- Autism Advisory Service
- Thorley Hill Specific Learning Difficulties Base
- Child and Adolescent Mental Health Service
- ASPECTs
- Visual Impairment team
- Occupational therapists

## **7. What training have the staff, supporting children with SEND had or are having?**

- All staff have access to training in-house on INSET days. We make use of external SEND specialists from Hertfordshire County Council and other agencies who come in to support our team with specific pupils.
- Where a teacher or TA is new to a pupil with specific learning needs, every care is made to ensure a clear and informative handover with previous staff, so that strategies already in place are continued, regardless of what point this occurs during the academic year.
- Our SENCo also ensures that updates and relevant information on SEN that come into school are shared with relevant staff members.

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

- The class teacher is available to discuss your child's progress or any concerns you may have. The SENCo is also available to meet with you to discuss any concerns you may have, by appointment.
- All information from outside professionals will be discussed with you, or where this is not possible, in a report.
- Parents are invited to workshare sessions in the children's classroom. This helps to inform parents about how children learn in school and give ideas to further support at home.
- Opportunities to support your child are often shared on the school newsletter and school can help you get in touch with the following agencies:
  - ASPECTs family support workers
  - Parenting courses
  - Learners Community Library at the Herts & Essex Hospital

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

- The class teacher will share the Individual Provision Map or One Plan review and new targets at least twice a year.
- The SENCo is available for further discussions and specific concerns.
- If a pupil has a range of different agencies working with them, then a Common Assessment Framework (CAF) can be set up to discuss the child's progress and actions to be done.
- For a few children with very complex needs, whose needs cannot be met with resources available to mainstream schools, an Educational Health Care Plan may be suggested. More detailed information can be found at:

[http://www.thegrid.org.uk/learning/sen/pupil/ehc\\_planning/](http://www.thegrid.org.uk/learning/sen/pupil/ehc_planning/)

## 10. How will my child be included in activities outside the classroom including school trips?

- Risk assessments are made for all activities outside the classroom and provision is put in place for children with additional needs where required.
- Where appropriate, parents may be invited to discuss the activity/ proposed excursion.
- For more details please see school policy on 'Educational Visits Policy'.

## 11. How accessible is the school environment?

- All schools in Hertfordshire will comply with the Equality Act 2010. This means that they will make reasonable adjustments to the school environment (including, but not exclusively, the school building, classrooms, furniture, shared and play space) to enable pupils with specific needs to be included in the school community.
- For more information please read the Accessibility Plan policy.

## 12. Who can I contact for further information?

- Your child's class teacher;
- The SENCO (by calling the school office on 01279 652376 or e-mail [senco@northgate.herts.sch.uk](mailto:senco@northgate.herts.sch.uk) );
- The Head ([head@northgate.herts.sch.uk](mailto:head@northgate.herts.sch.uk) );
- The SEN governor, who can be contacted via the school office.
- Further support for parents/carers is available from Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) <https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiaass.aspx>
- Debra Radley is the school's SEN Link officer and can be contacted at County Hall, Hertford.
- Whilst we would hope that problems may be dealt with by school staff, there is a Herts complaints policy which can be found on [www.thegrid.org.uk](http://www.thegrid.org.uk)

### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- At Northgate, we aim to make transitions as smooth as possible by ensuring that parents and children are prepared for the next step in their life.
- The Reception class teachers meet with feeder nursery staff to share information and home/school visits take place for all children when they join Nursery and Reception.
- Transition mornings are held at the end of each summer term so pupils can spend a morning getting to know their new class teacher. When your child moves within the school to the next year group, class teachers work very closely on ensuring that all records, strategies and progress reports are transferred to the new member of staff
- Depending on your child's specific need, you may be asked to attend a transition meeting before the end of the Summer Term to meet with the new class teacher and discuss any concerns.
- For pupils transferring to secondary school, Northgate has an established routine of working with our Secondary school partners to ensure that SEND pupils are well supported. Some children may benefit from having extra arrangements in place, including additional visits to the school and small group transition activities.
- School records (including SEND) are transferred and discussed within 15 days of the child leaving the school, underneath the Education Regulations Act 2000 (both paper and electronically).

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

- The budget for SEND is decided by the Head and Governors based on the level of need within the school and other financial requirements.
- Within our budgetary constraints, support is allocated according to the level of need and circumstances of your child.
- Where circumstances change, it may be possible to apply for Exceptional Needs Funding (ENF) from the local authority.

### **15. How is the decision made about how much support my child will receive?**

- Decisions about the type, level and frequency of support that your child will receive are to be made in discussion with the classteacher, parents and where appropriate, SENCo, Head and/or any additional agencies involved.
- The need for support varies over time –it is important to foster pupil independence as confident learners, therefore some children may only need targeted support for a short period of time, for a specific skill, or they might need more long-term provision.

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**For more information regarding Hertfordshire’s local offer of services and provision for children and young people with SEN, please visit [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer).**

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*This SEN Information Report complies with the Education Act (1996), the Special Needs and Disability Act (2001), the Equality Act (2010), the Children and Family Act (2014), statutory guidance on Supporting Pupils at School with Medical Conditions (2014), The 0-25 Special Educational Needs and Disability Code of Practice (2014), and The Special Educational Needs and Disability Regulations 2014.*