



# **SEND Information and Policy**

## **Northcott School**

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## **Definition of Special Educational Needs (SEND)**

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEND Code of Practice 2016

## **Definition of Disability**

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

### **1. Special Educational Needs for Which Provision is Made**

Northcott School currently supports children who have a range of special educational needs or disability (SEND). The Code of Practice 2014 describes four broad areas of SEND

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of PMLD. Northcott caters predominantly for pupils with SLCN and ASD working within the moderate learning difficulty range.

The school also has an ASD Outreach Service, which offers support to other local schools.

## **Ethos**

At Northcott we aim to create a safe and supportive inclusive learning community, where pupils learn in an aspirational environment, where their diversity and very differing educational needs are understood and respected. We are committed to giving pupils opportunities to shine, and to valuing and celebrating all their achievements.

We strive to offer a supportive environment, as well as a personalised and motivating curriculum which enables pupils to:

- enjoy learning and achieve in a stimulating and encouraging learning environment
- develop confidence, self-esteem and self-awareness
- socially communicate and interact with others
- make healthy lifestyle choices
- become valued members of their communities both now and in later life.

## **2. Policies for the identification and assessment of pupils with SEND.**

- a) All pupils attending the school have a statement or an EHC Plan and therefore will have undergone an extensive assessment before entering the school. Admissions are prioritised by negotiation with the Local Authority who commission places.
- b) All pupils are assessed each term by teachers using B-Squared, tapestry or STAR assessment tools to measure English and maths progress
- c) All pupils have an IPP (Individual Progression Plan) which sets targets in the areas of English, maths and social development. These are used to evaluate progress at the end of each term.
- d) Where appropriate, pupils' communication and interaction skills are assessed using the Talkabout assessments.
- e) The school works in partnership with the Speech and Language Therapy service to assess pupils' speech, language and communication skills.
- f) Where appropriate, a referral may be made to other agencies / services for further advice and support e.g. Educational Psychologist, IPaSS.

## **3. Policies for making provision for pupils with SEND**

The policies outlined in this section apply to all pupils at Northcott School,

- a) The school closely monitors the progress of all its pupils. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, subject coordinators, senior staff and the pupils themselves.
- b) Pupils who are receiving additional support from external agencies may be assessed in more detail to evaluate their progress levels in their specific areas of difficulty e.g. visual impairment.

- c) The approach to teaching pupils varies, dependent upon the need of the particular child. Some of the interventions that are used at Northcott School are:
- (i) In class support, where there are teaching assistants supporting the pupils to access the content of the lesson.
  - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
  - (iii) One to one withdrawal, where there may be a targeted support in a particular area of need.
  - (iv) Social skills groups are delivered to pupils as appropriate.
- d) There are three specialist classes for pupils with more complex ASD needs. These classes provide a holistic ASD environment incorporating approaches such as TEACCH, PECS, VBA and Sensory Integration, as appropriate.
- e) There are nine other classes, grouped predominantly by age.
- f) Primary pupils are taught by their own class teacher / teaching assistants for most of the week.
- g) Secondary pupils are taught by subject teachers, and have an allocated class teacher who provides pastoral care. In addition, each class has allocated teaching assistants who move round the subjects with their class, and provide a continuity of support.
- h) All pupils follow the National Curriculum and appropriate accredited courses.
- i) Key stage 4 pupils have opportunities to attend vocational link courses and undertake a work experience placement, as appropriate.
- j) Access arrangements are made, where appropriate, for external accreditations at KS 4 using standard JCQ procedures.
- k) Social communication and interaction skills are taught to all pupils through targeted interventions.
- l) Lunch time clubs are offered covering a variety of activities for pupils e.g. Sports Action, snooker, table football, reading, craft club, Lego
- m) A variety of sports activities are held throughout the school year and pupils are encouraged to participate.
- n) An after school youth club for older pupils is held once a week.
- o) The school enters the local Rock Challenge event on a biannual basis where pupils compete against local mainstream schools.

## 4. Contact details

For further information about the school, its policies and provision, contact should be made with the head teacher / SENCO:

Mrs K Willson

Tel: 01482 825311

Email: [admin@northcottschool.org.uk](mailto:admin@northcottschool.org.uk)

## **5. Expertise and training of staff in relation to children and young people with special educational needs**

All staff undertake the Hull Safeguarding Children Board's Level 1 Safeguarding training and are updated regularly.

All classroom staff undertake Team Teach Training as part of their induction programme, and are updated regularly.

Emergency First Aid training and appropriate medical needs and conditions training is regularly offered to relevant staff.

Further ongoing CPD training is available in communication, reading, writing, maths and other curriculum areas, linked to the School Development Plan and Performance Management targets.

Staff will seek training from outside support agencies when necessary (see local offer for list of external agencies)

Staff will also attend training courses provided by the local authority, and other local providers e.g. schools / academies / teaching schools.

## **6. Equipment and facilities to support children and young people with special educational needs.**

Pupils have access to some specialist teaching and learning areas, for example, Sports Hall, library, food technology room, ICT suite, art room and science laboratory. The school also has a small sensory room, sensory diet equipment and a number of all-weather outdoor learning areas. All classes have an interactive whiteboard, and access to computers / iPads.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include IPaSS, who can provide specialist equipment for physical, visual, and hearing needs.

## **7. Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers have an active role in the planning and decision making regarding their child's provision. Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the class teacher or assistant head / head teacher the needs of their child. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met.

Parents/carers will be kept informed of progress and outcomes in a number of ways:-

- a) Informal liaison with the class teacher.

- b) Parents' Evenings, when advice and support in helping their child at home can also be given.
- c) Termly IPP (Individual Progression Plan) sheets.
- d) Formal annual review of their child's progress with relevant staff and any other agencies involved.
- e) Annual reports.

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

## **8. Arrangements for consulting young people at Northcott about their education.**

- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do, review process:-
  - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
  - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
  - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
  - (iv) Wherever possible, documentation used as a part of the agreed provision (for example, Individual Progression Plans or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
  - (i) Informally with their class teacher or teaching assistant on a regular basis.
  - (ii) Where appropriate, the child/young person will attend a more formal meeting (or part of it) to review their progress and provision.
  - (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

## **9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.**

Complaints about provision within the school may be dealt with in the first instance by the class teacher. If the matter cannot be resolved satisfactorily at this stage, then it will be referred to a member of the senior leadership team or head teacher. It is hoped that the matter can be satisfactorily resolved by school staff.

Where a satisfactory conclusion cannot be reached, then the matter will be referred to the Governing Body by way of the Complaints Procedure.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

## **10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.**

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Therapy Service
- National Autistic Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAMHS for Mental Health Needs
- Echoes Foundation
- KIDS – Parent Partnership
- School Nursing Team
- Dove House Bereavement Support Team
- Sibling Support Services – Barnardos
- Police

Links to all of these can be found in the Hull Authority Local offer.

## **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

All contact details are detailed in the links provided in the Hull Authority Local Offer.

## **12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for an educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

## **13. Information on where the Local Authority's offer is published.**

For relevant information about SEND provision in this area, please connect to

[www.connecttosupport.org/hull](http://www.connecttosupport.org/hull)

Reviewed: December 2018

Approved by Governors:

Next Review: December 2019