

SEND Information Report Northfield School



Information included in this report will be reviewed by the SENDCo every year.
The information represents that available at the beginning of the academic year.

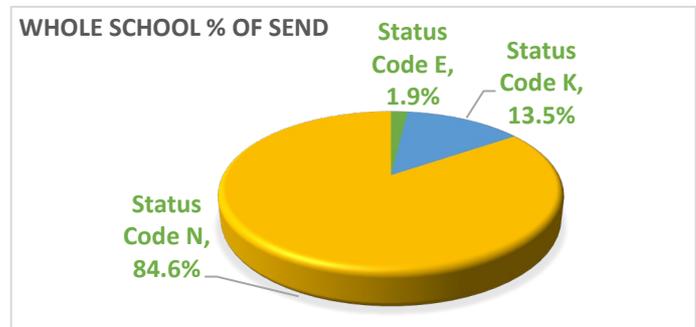
This information report is designed to offer a general understanding of how Northfield School meets the needs of our pupils with additional needs.

Anyone wishing to know more about this is invited to make an appointment to come and meet a member of staff.

Northfield School has a number of pupils identified as SEND.

Jan 2021 15.4% compared to 12.9% nationally

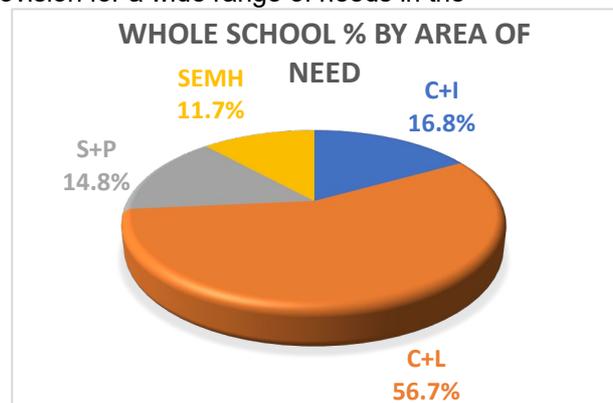
EHCP (E)	30
School Support (K)	193
Total	217



The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a wide range of needs in the categories designated by the SEND Code of Practice:

1. Cognition and Learning-Learning Difficulties
2. Communication and Interaction-ASD/Speech, Language and Communications
3. Social, Emotional and Mental Health-anxiety/stress/ADHD
4. Sensory and Physical-Hearing and Visual Impairments/physical disabilities/sensory difficulties.



Identifying pupils with SEN and assessing their needs

If a pupil is known to have a SEND when first joining Northfield School, from either a primary or other school, they will transfer onto our SEND register.

For those already attending, class teachers make regular assessments of progress for all pupils, and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;
- in areas other than attainment, for example, social needs become a concern.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with an understanding of what we want to improve for the pupil, include the views and the wishes of the pupil and their parents and use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents during transitions, ensuring their involvement in the information to be shared with staff in school.

When identifying a new need, conversations with pupils and parents will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record using our CPOMS system. We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review** throughout the school. Our school Teaching and Learning policy is based on a Plan, Teach, Review format with Quality First Teaching/High Quality Teaching as the initial form of support delivered to all pupils, including those with SEND.

School staff will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- teacher's assessments and experience of the pupil;
- previous progress and attainment or presentation;
- wider staff assessment, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views;
- advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs via a One Page Profile which is shared with staff and parents using Class Charts and Provision Map apps.

[icons for apps and links to sites]

Supporting pupils moving between phases and preparing for adulthood

In the school year before primary transition we work with all of our feeder primary schools to ensure all pupils with SEND are identified and their needs shared. We build up a programme of transition that is personalised to the individual. This may include individual visits with families, school staff and/or other professionals. In addition, we organise group visits to take part in activities as well as Northfield staff visiting primary schools to meet and work with any pupils identified by the primary as requiring an enhanced transition.

Where a student transfers out of Northfield for whatever reason, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this process.

When pupils are moving to either a post-16 provision or a specialist provision, we endeavor to provide transition visit support. This will not be appropriate for all pupils with SEND given the significant differences in needs across the school, however, those with EHCPs and those with a high degree of complexity of need would routinely be offered this type of enhanced transition.

Our approach to teaching pupils with SEN

As outlined above, Northfield School adopts a graduated approach to meeting special educational needs. This requires the initial use of classroom and school resources before bringing in specialist expertise to help with the difficulties that a student is experiencing.

Curriculum Leaders, teachers, tutors and guidance staff are responsible and accountable for the progress and development of the pupils in their areas, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support is not used as a substitute for a lack of good quality teaching.

The quality of teaching for all pupils is regularly and carefully reviewed. Where necessary, improvements are made to teachers' and support staffs' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND pupils they most frequently encounter.

Whole School Pupil Support Available to all pupils both with and without SEND as needed. High Quality Teaching in the classroom being the foundation for support for all pupils.			
Cognition and Learning	Communication and interaction	SEMH	Sensory/Physical
<ul style="list-style-type: none"> • Departmental intervention and revision sessions • Accelerated Reader • Homework Club 	<ul style="list-style-type: none"> • Well-being Groups and Supporters • Library social time groups • School Council • Whole School Oracy programme 	<ul style="list-style-type: none"> • Enhanced Pastoral Support • Short term PLC support • Thrive assessment and support • Family Support Worker • LGBTQ+ Community 	<ul style="list-style-type: none"> • Adapted environmental access • Assistive technology support

Where a need for additional support is identified we also provide SEND specific interventions which may be offered routinely across the school year, either on a rotation, or as a specific provision for an individual pupil for an agreed amount of time.

Interventions might include those in the table below. However, they may also need to be bespoke to an individual pupil's need.

General SEND Support Breakfast Club/ Break Club/Lunch Club Check and Connect sessions			
Cognition and Learning	Communication and interaction	SEMH	Sensory/Physical
<ul style="list-style-type: none"> • Progress Group inclusion • Reciprocal Reading; • Accelerated Reader Support • LEXIA • Inspire Maths • Access Arrangements for exams and assessments 	<ul style="list-style-type: none"> • Lego Therapy • ASD Understanding • Social Skills Support 	<ul style="list-style-type: none"> • Anxiety Group Work • Drawing and Talking Therapy • Emotion Management • Longer Term PLC provision • SIB Inclusion 	<ul style="list-style-type: none"> • Fine/Gross Motor Support • QTHI/VI

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, planned teaching strategies following a Retention, Skills and Challenge structure, etc.
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, iPad, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Emotional Well Being and Social and Emotional Development

Pupil well-being is an essential part of our whole school ethos. All students with and without SEND are able to access additional pastoral support and Life Skills development is built into our curriculum. Each year team has three members of staff dedicated to supporting their year group and work closely with tutors to ensure all students have daily access to a member of staff outside of curriculum lesson time. Pupils with SEND are identified within this pastoral system, as well as in academic lessons, and benefit from enhanced support from their year teams as needed. All pupils are encouraged to take part in extracurricular activities as part of their school day.

We have a zero tolerance approach to bullying.

SEND Staffing and Support

Staffing Overview	
SLT Link-Dr Gary Ankers (Deputy Head) SEND Governor-Mr Paul Sowerby SENDCO –Mrs Rebecca Waistle	
Whole School SEND	EMS-Sensory Support
Specialist Teacher-Mr Tom Kentfield-Wells SEND Support Manager-Mrs Hilary White HLTA-Miss Lorraine Maloney Level 3 LSAs x2 Level 2 LSAs x 5 (Full Time Equivalent)	Specialist QTVI-Mrs Luice Addison Specialist QTHI-Mr Paul Olone Level 3 LSAs x2 Level 2 LSAs x 7

Learning Support Assistants work with pupils offering enhanced adult support where this is deemed essential to the pupil's access to learning. Some staff have specific specialisms and work directly with pupils who have places in the EMS provision.

Learning Support Assistants may also support pupils on an individual basis or in small groups when completing a specific intervention. This will be closely monitored and progress measured.

If there is a concern/support/assessment required that cannot be met through QFT/HQT or supported by in school intervention, we will refer to outside agencies. It is important that we have followed our graduated response approach before making referrals and/or seeking support.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service (EPS)
- Speech and Language Therapists
- Sensory Teaching Advisory and Resource Service
- CAMHS
- ABC
- Daisy Chain
- Occupational Therapy/Physio Therapy

Expertise and training of staff

Our SENDCO has over 20 years' experience in schools and has worked as a specialist SEND teacher, Resource Base Coordinator and SENDCO across four schools.

The SENDCO is supported by a SEND Support Manager who has over 20 years experience working with vulnerable and SEND students in the provision of tailored pastoral and academic support to students across the age and curriculum range.

We have a specialist primary trained teacher delivering a bespoke curriculum to a small group of pupils at Key Stage 3 and a HLTA offering an alternative Foundation Learning course in Key Stage 4 for a small number of pupils where this curriculum is deemed most appropriate.

We have a team of teaching assistants who are trained to offer in class support and deliver SEND provision.

In the last academic year, staff have been trained in Reciprocal Reading, Drawing and Talking Therapy, Inspire Maths and attended a number of CAMHS courses of various aspects of Mental Health.

In addition, we have specialist staff including a trained teacher of the Visually Impaired and Hearing Impaired who deliver bespoke support to pupils allocated a place as part of Northfield's Enhanced Mainstream School provision for young people who have a visual and/or hearing loss.

Securing equipment and facilities

For pupils who need additional resources Northfield follow the national funding strategy. This means that school can usually meet the costs for most routine support and equipment through existing budgets. Where additional funding is needed school are able to request 'Top Up' funding from the Local Authority-families would always be closely involved in this process should an application be felt necessary.

Support via the Enhanced Mainstream School (EMS)-Sensory Support team-is agreed via the Local Authority, pupils accessing the EMS would usually have an EHCP or have an assessment for a plan underway.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND as part of our whole school quality assurance processes and specific SEND processes including:

- reviewing pupils' individual progress towards their goals each term through Assessment Point analysis;
- reviewing the impact of interventions (after a set series of sessions as agreed at the start) in terms of both the success of the interventions sessions and the transference of developed skills into whole school progress;
- using pupil voice;
- lesson observations as part of our quality assurance processes;
- using provision maps to plan, monitor and measure progress;
- holding annual reviews for pupils with EHC plans.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs;
- All pupils are encouraged to go on our residential trips whether in this country or abroad;
- All pupils are encouraged to take part in sports day/school plays/specialist events.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Accessibility

The school has undergone several improvement and developments in the past 3 years. All new building and development work include careful consideration of how we can insure we are constantly improving access for all pupils. There is lift access across the site, automatic doors on all entrances, colour coding to departmental areas, rumble strips, braille signage and increasing use of assistive technology across the whole school to support access to all aspects of school life. Further details can be found in the school's accessibility plan

Further information regarding:

- Contact details for raising concerns
- Complaints about SEN provision
- Contact details of support services for parents of pupils with SEN
- Links with other policies and documents
- The local authority local offer

Are all available via the links on the SEND page of the school website.