



NORTHWICK MANOR PRIMARY SCHOOL

Special Educational Needs and/or Disabilities (SEND) Information Report (SIR)

At Northwick Manor Primary we strive to be a fully inclusive school where all pupils achieve their potential. For any child with additional needs we aim to identify barriers to learning and provide the support needed to ensure they make good progress. 8% of our pupils currently have additional needs.

All schools are required to publish a Special Educational Needs or Disabilities information Report (SIR) which outlines the support we provide for all pupils, including those with SEND.

Our SIR will outline the following

- The support available to all children with SEND at Northwick Manor Primary School
- The targeted support which is available for children with SEND who require additional short term support which is over and above that which we routinely provide (Ordinarily available) in our school
- The specialist outside agency support which is available for children with SEND who require specialised, often longer term support

'Ordinarily available' is a term which describes the entitlement of all children in Worcestershire mainstream schools. It highlights what is the minimum entitlement to ordinarily available provision within all schools. For more information please access 'Ordinarily Available' in Worcestershire Schools <https://www.edulink.networcs.net/senreform>

Worcestershire Local Authority have also published their 'Local Offer' which outlines provision available across all schools within the authority. For more information please access 'The entitlement of pupils in mainstream schools Special Educational Needs Provision – The Local Offer' <https://www.edulink.networcs.net/senreform/SEN%20Reform%20Documents/Forms/Local%20Offer.aspx>

Support and advice for parents can also be accessed through SENDIASS

http://www.worcestershire.gov.uk/info/20211/early_help/558/the_early_help_assessment_framework

Other useful are also available on the website.

Communication and Interaction

Specific learning difficulties such as Autistic Spectrum Disorders (ASD) including Asperger's Syndrome and Autism, dyslexia or a physical/sensory impairment which may lead to communication difficulties. Speech, Language and Communication Needs.

- Use of provision maps – pupils, parents and staff are all involved in the review and implementation of these documents. These are shared with all adults who work with the child.
- Whole school policies are regularly reviewed to ensure access and inclusion for SEND pupils.
- Staff and Governors have continued professional development (CPD) in relation to SEND.
- The school effectively identifies barriers to learning upon entry and throughout their time in school, and provides appropriate support to ensure progress.
- Support and advice is sought and implemented from external agencies to ensure any barriers to learning are fully identified and responded to.
- All staff have completed CPD in relation to meeting pupils' needs within the classroom.
- All support staff are effectively deployed to ensure pupil progress.
- The SENCo provides ongoing advice and guidance to all staff.
- Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes.
- Behaviour and anti-bullying policies are evaluated regularly.

Cognition and Learning Needs

Moderate Learning Difficulties. Severe Learning Difficulties. Children may have difficulties acquiring or retaining basic skills of literacy or numeracy, have low levels of concentration or struggle with social skills. Specific learning difficulties may also include dyslexia (spelling and reading), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing)

- Short measurable provision map targets are regularly planned and reviewed with pupils, parents and staff
- Teaching strategies and resources are routinely evaluated to ensure they are accessible to all pupils and match different learning styles
- Small group or 1-1 targeted intervention programmes are delivered to pupils to improve skills in a variety of areas
- Alternative methods of recording are used to reduce barriers to learning where appropriate

Social, Emotional & Mental Health Needs

Behavioural Needs. Emotional Health and Well-being. Social Needs. Mental Health Needs. Specific needs such as anxiety or depression, Attention Deficit Disorder(ADD) and Attention Deficit Hyperactivity Disorder (ADHD)

- The school's nurturing ethos values all pupils and their diverse abilities are equally celebrated
- The school's behaviour policy and systems are based on celebrating positive choices of behaviour
- Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities
- Support is offered and agencies signposted to families by the SENCo/SLT. Access to information and support is provided within school for Social, Emotional & Mental Health Needs. External support is sought and any advice implemented to support individual pupils' needs
- Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices
- The school provides effective pastoral care for all its pupils
- Pupil voice through head boy/girl, curriculum monitors, school council leads to changes in school practices and procedures and encourages a greater level of involvement
- Social, Moral, Spiritual and Cultural (SMSC) development is monitored through all teaching and learning within school.
- The school uses systems to try to ensure that peer friendships are maintained and pupils feel included. Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience.
- Outdoor learning offers a different approach to the curriculum, which can support children with social and emotional needs

Sensory and Physical Needs

Hearing Impairment. Multi-Sensory Impairment. Physical and Medical Needs. Children with a Multisensory Impairment (MSI), Visual impairment (VI) or a Hearing Impairment (HI) may require specialist support to access their learning

- Advice and guidance is sought and implemented from outside agencies to ensure that barriers to success are reduced or removed.
- ICT is used to increase access to the curriculum where appropriate.
- Additional adults are effectively deployed to ensure access and inclusion for all pupils, reducing barriers to progress and encouraging independence.
- Advice and guidance is sought and implemented to respond to pupils who have significant medical or sensory needs e.g. asthma, diabetes.
- Staff receive training to ensure understanding of the impact of a sensory impairment upon teaching and learning and a child's progress
- The SENCo and appropriate outside agencies offer advice and guidance to staff regarding the needs of pupils.
- The school and outside agencies encourage parents /carers to work in partnership with them to support their child
- Ramps to enable wheelchair access have been placed in school where it is possible to do so and other adaptations are made to respond to an individual child's needs.

Levels of Intervention

For children at Northwick Manor Primary School who have SEND we provide three levels of intervention described as 'waves of support'.

- Wave 1 – describes the quality first inclusive teaching which caters for the learning needs and styles of all children in the class, ensuring differentiation and creates an inclusive learning environment.
- Wave 2 – describes the specific, additional and time-limited interventions provided for some of our children who need to accelerate progress.
- Wave 3 – describes the targeted 1-1 or small group provision for a minority of children who need an individualised intervention to accelerate progress or to enable a child to achieve their potential.

Graduated Approach

At Northwick Manor Primary School we use the 'graduated approach' outlined in the SEND Code of practice which is a cycle of assessment, planning and reviewing the learning needs of a child with SEND.

The graduated approach cycle – Assess – Plan – Do – review

- Assess needs – we monitor and review the progress of all children through rigorous assessment tracking. This provides a baseline to set specific measurable Provision map targets against
- Plan – where we are concerned about progress and following discussion at Pupil Progress Meetings, we identify specific targets and plan with parents the levels of support or resources needed to achieve these. This is shown on our individual provision maps which outline the needs of the child and the support they will receive
- Do – All additional support given is co-ordinated by the Assistant Head – Access and Inclusion who works closely with teachers and TAs to ensure it has impact
- Review – We continually review targets, levels of support and impact of interventions for children with SEND. After measuring progress made next steps for learning are identified as future targets

If a child continues to make little or no progress, or is not responding to the additional support identified in their Provision maps, outside agency involvement may be requested. External professionals may be asked to provide additional support or carry out assessments. An Education, Health and Care Plan (EHCP) might be required for a very small number of children whose additional needs cannot be met to support longer term learning.

Other pupils who require support that is “additional to and different from” that received by other pupils will receive support already outlined and the following additional support where needed

Pupils with English as an additional language (EAL) Minority ethnic and faith groups	Additional language support
Young carers	Young carers/CAMHS
Pupils from families under stress	CAMHS/Early help
Pupils with medical needs	Medical services
Pupils at risk of exclusion	Behaviour support team/Educational Psychologist
Children in Looked after care (LAC)	Virtual school

SEND Glossary	
SEND	Special Educational Needs and/or Disability
SIR	Special Educational Needs or Disabilities Information report
EAL	English as an additional language
SENCO	Special Educational Needs Co-ordinator

Support Agencies Glossary

BST	Behaviour Support Team
CCN/Autism	Complex Communication and Autism Team
LST	Learning Support Team
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychology
SaLT	Speech and Language Therapist
OT	Occupational Therapist
	School Nurse

For further advice please contact

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