

Be the Change

'Be the change you wish to see in the world'

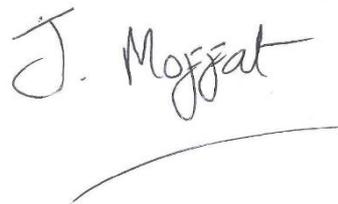


Northside Primary School



SEND Annual Report to Parents 2018/2019

Approved by Board of Trustees:



Date: 8/10/2018

Review Date: 8/10/2019

¹This document requires approval from either the Governing Body or Proprietor

²This document must be reviewed annually

Annual Report to Parents and Governors on the Implementation of the Special Educational Needs and Disability (SEND) Policy in Practice.

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of Northside's SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support at Internal Action and Specialist expertise at External Action, can be put in place to help overcome the difficulties that a child may have. If further support is required the school may request a statutory assessment of special needs, which may or may not result in an EHC Plan for the child. As with all children at Northside, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed lessons with clear differentiation and the identification of any children with additional needs highlighted. Provision analysis outlines additional Wave 2 and Wave 3 provision for individual children or groups. Examples of this provision include phonics groups, nurture intervention or Speech and Language support. In most instances the provision is carried out by the class teacher, teaching assistant or learning mentor. If external agencies are involved then the class teacher and / or SENDCO (Special Educational Needs Co-ordinator) will have regular meetings to ensure that targets are being supported accurately.

Policies

The schools SEND Policy is reviewed annually.

Key Personnel

SENDCo: Mrs Lindsay Rigby

SEND Governor: Mrs Mary Ann Lancaster & Mrs Susan Oglanby

External Agencies

Speech and Language Therapists

SEND Specialist Teachers

CAMHS

Educational Psychology

Liaison with Nursery and School Partners

Strong links exist with our local Nurseries and parents. Transition meetings take place between SENDCOs when pupils move to Secondary School. This is to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils. Separate transition and induction visits are set up for pupils with SEN where required.

September 2018

Number of Pupils on Roll:	62
Numbers of Pupils with SEND:	6
Percentage of SEND pupils:	10%

September 2018

SEN support +: 6 children (10%)

Statement/EHC Plan: 2 children (3%) – one pending assessment

Category of need

Speech and language

Physical disability

Moderate Learning

ASD 2

No specialist assessment

Severe learning difficulty

Social, emotional and mental health

Profound and multiple learning difficulty

Parent Communication

Parents and carers are updated half termly on their children's progress. The SENDCO meets some of these parents personally with the child's class teacher. Otherwise, the class teacher meets parents and the SENDCO is available for parent consultations on request.

What we offer:

- Wheelchair accessible classrooms and disabled toilets
- I pads for pupils with SEND
- High quality support from trained adults
- Regular academic monitoring, termly reports to parents.
- Staff available to speak with parents/carers daily. Regular termly meetings for parents/carers of a pupil on an Support Plan.
- Experienced Governing Body who oversee Pupil Welfare.
- Strong links with secondary feeder schools. Transition arrangements in place.

- In-school transition is smooth. Pupils and staff know each other very well.
- Strong links with specialist teachers and other professionals including Educational Psychology, Health Visitors and Specialist Teacher Service.
- Regular training to up-skill staff in order to support various needs. This includes 'Dyslexia awareness' and supporting children with Autistic Spectrum Conditions.

Spending on SEND:

In 2017 / 2018 the SEND budget was £7,500. This was spent on one to one support. School spent more than this in order to provide in class support for pupils.

In addition,

- Of the additional spending, the majority of our budget is used on personnel. We aim maintain our experienced teaching assistants.
- Teaching Assistants and Teachers are used to do small group, one to one and paired support sessions through-out the week.
- We spend a portion of our budget on resources to support SEND pupils. This has included such things as an ipad for one pupil.
- We spend some of our budget on training for staff and covering the supply costs. Where possible staff attend after-school training or do extra research online. This includes: 'precision teaching' training to support pupils with memory issues and dyslexia, Dyslexia identification training, Autistic spectrum training levels 1 and 2 and improving behaviour training.

Progress of pupils with SEND

2018 was the third year that pupils were assessed without levels, comparisons are difficult to make to previous years.

The small numbers mean that school holds the data for those pupils. This is shared with parents and Governors.

Under the Disability Equality Duty schools are required to take proactive steps to ensure any disabled pupils, staff and governors, parents/carers and others using the school are treated equally. Currently we have good facilities and access for disabled pupils within the physical environment as well as access to the curriculum. Additionally we have disabled toilet facilities.

Our accessibility strategy is published on the website.