

Northwold Primary School

Local offer SEND Information Report

1. How does the school know if pupils need extra help and what should I do if I think my child has special educational needs?

Northwold Primary School has a Provision Map Record which is a register of all students who receive additional support in the following categories:

- The school liaises closely with previous class teachers/ schools and Special Educational Needs Co-Ordinator (SENCo) to identify children's needs.
- The SENCo and other senior staff observe children alongside class teachers and external professionals.
- Children are monitored throughout the school year to track their academic progress and emotional well-being.
- Class teachers can approach the SENCo at any point during the academic year to discuss concerns and seek advice and strategies.
- Parents have the opportunity to discuss concerns prior to admittance, during the admissions process and through discussions with the class teacher and SENCo or other senior leader.

2. How will school staff support my child?

- Our school has an Inclusive environment which ensures that support is given to every child without excluding them from mainstream life.
- We have a series of Intervention programmes that target areas of need as identified by parents, pupils, class teachers and the SENCo and senior leaders.
- All children have personalised targets aimed at supporting them in achieving their overall school targets.
- One page profiles/SEN support plans are used to share essential information about children's needs, aspirations and how best to support them. These are further supported by a provision map which outlines strategies or support to help children achieve their full potential.
- Teachers' assessments and data are used to track children's progress and attainment. These assessments help to identify areas of need or gaps in learning which are planned for.
- Lessons are adapted and resourced so that children with additional needs can access learning.

- Teachers or any additional adults in your child's class, provide extra support during assessment in lessons.
- If a child has an **Education and Health Care Plan (EHCP)**, this will describe their needs and outline the extra help the child may need, so anyone working with the child understands how best to provide support.

3. How will the curriculum be matched to meet my child's needs?

- All teachers ensure that daily teaching plans identify learners with additional needs and how teachers will resource the task.
- Where applicable personalised targets are set to meet children's individual learning needs within the curriculum.
- Resources are differentiated to ensure all children can access the learning at their level to access the curriculum.

4. How will I know how my child is doing?

- We review the child's individual provision map termly and one page profile/ SEN support plan with the parent/carer, teacher, SENCO and child where applicable.
- Parent teacher consultations are held termly in which parents can discuss progress with the teacher.
- Report cards are given to parents at the end of Autumn and Summer term with an annual school report sent home in Spring Term.
- Person centred review meetings are held annually for children with EHC plans.
- Home/school communication, including reading records, are completed by adults working with the child and sent home on a daily basis (where applicable) where parents can respond to communication from the school or communicate with the school.
- Reports from multi agencies are shared with parents, class teachers and any relevant adults working with the child.
- We celebrate success through weekly newsletters, awarding gold cards and significant achievement awards.

5. How will you help me to support my child's learning?

- Home visits are made by school staff during induction periods.
- Weekly homework is sent home to reinforce the learning which is taking place in school.
- Parent workshops are held throughout the year to support parents with Literacy and Numeracy skills to support their children's learning at home. These can be done through Family Learning Programmes or Coffee Mornings.
- The school has invested in learning sites such as Bug Club, Mathletics and Google Classroom which can be accessed at home to help reinforce or assist with learning.

6. What is available to support my child's overall well-being?

- School SENCo - coordinating the provision for SEND children.
- Headteacher Assemblies - covering a range of themes including Healthy schools, Bonfire safety, Cyber-Bullying, Online safety, Equality Act.
- Clubs
- Wet playtimes, first aid, medical welfare, accident, registration and emergency procedures are in place for the health and safety of the children.
- Welfare officer - first aid trained, works closely with the nurse and SENCo, health and safety supervision during lunch breaks, informs the medical register including children who may need a care plan
- Music Therapist - using music to help children through difficulties which may include emotional or mental.
- Karate Instructor - lessons which help children to be respectful, develop focus and concentration skills.
- Referral to Hackney attendance team
- Student Social Workers (where applicable)
- Outreach workers – home visits
- Multi agency links – specialist support (school nurse, Educational Psychologist, Speech and Language therapist)
- Learning support assistants (where applicable)

7. What specialist services or expertise are available at or accessed by school?

- Music Therapist
- Speech and Language Therapist (SALT)
- SENCo
- Karate Instructor
- Specialist Music Tutors/Teachers
- Multi agency links – specialist support (school nurse, Educational Psychologist - EP, Speech and Language therapist - SALT)
- School nurse
- MASH - Multi-Agency Safeguarding Hub
- CAMHS - Child and Adolescent Mental Health Services
- Young Hackney

8. What training have staff supporting pupils with SEND had or receiving.

- Positive Handling
- Sensory Difficulties
- Autism awareness
- Makaton
- Core board
- Dyslexia Awareness
- Speech and Language and Communication Development
- Attention Autism
- Intensive Interaction
- Speech and Language based interventions, i.e. Colourful Semantics, Lego therapy etc

9. How will my child be included in activities outside of the classroom?

- Our basic ethos is INCLUSIVE practice; however, all planning of community or learning events takes into account individual needs of all children.
- Some interventions may require children to be withdrawn from mainstream class for short periods e.g. Speech and Language and Music therapy.

10. How accessible is the school environment?

- The physical environment caters for disabled access and where necessary, reasonable adjustments can be made.
- Classrooms are inclusive and have visual aids to support other forms of communication
- Visual aids and signs around school.
- The outdoors have been designed with equipment to suit the needs including the development of motor skills of children in the different Key Stages.
- Stairways are equipped with handrails.

11. How will the school support my child in starting school and moving on?

- Prospective parents and children are encouraged to visit the school for guided tours.
- Transition Meetings and Plans are conducted when there is significant change in the Child's provision e.g. at the end of each academic year.
- In some cases Induction meetings are necessary to ascertain children's needs and previous education provisions. These meetings may be held virtually.

12. How are the school's resources allocated and matched to pupil's SEND?

- Areas of needs are assessed such as Speech and Language, Social Interaction, Learning Difficulties, Cognitive Development and Emotional Difficulties and Mental Health.
- Assessment Data is used to assess needs and there are ongoing discussions with class teachers and/or support staff.
- Resources are allocated according to the needs of the children.

13. How are decisions made about how much support my child will receive?

- Consultation with specialist support - in most cases outside agencies - helps to identify how much support is needed for a child.
- Consultation with the Local Authority SEN department to decide on and allocate funds.
- Provisions in a child's EHCP help to decide the type and amount of support required.

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

- One page profiles / SEN support plan meetings and reviews involve parent/carers, child, SENCO and Class teacher.
- Person centred reviews (Annual review)
- Parent/teacher consultation meetings (Termly)
- Pupil Progress meetings
- Meetings with SENCo as and when required

15. Who can parents contact for further information?

- SENCO
- Inclusion Manager
- Contact school office on office@northwold.hackney.sch.uk

16. How can I find information about Hackney's local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

[Hackney Local Offer](#)

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