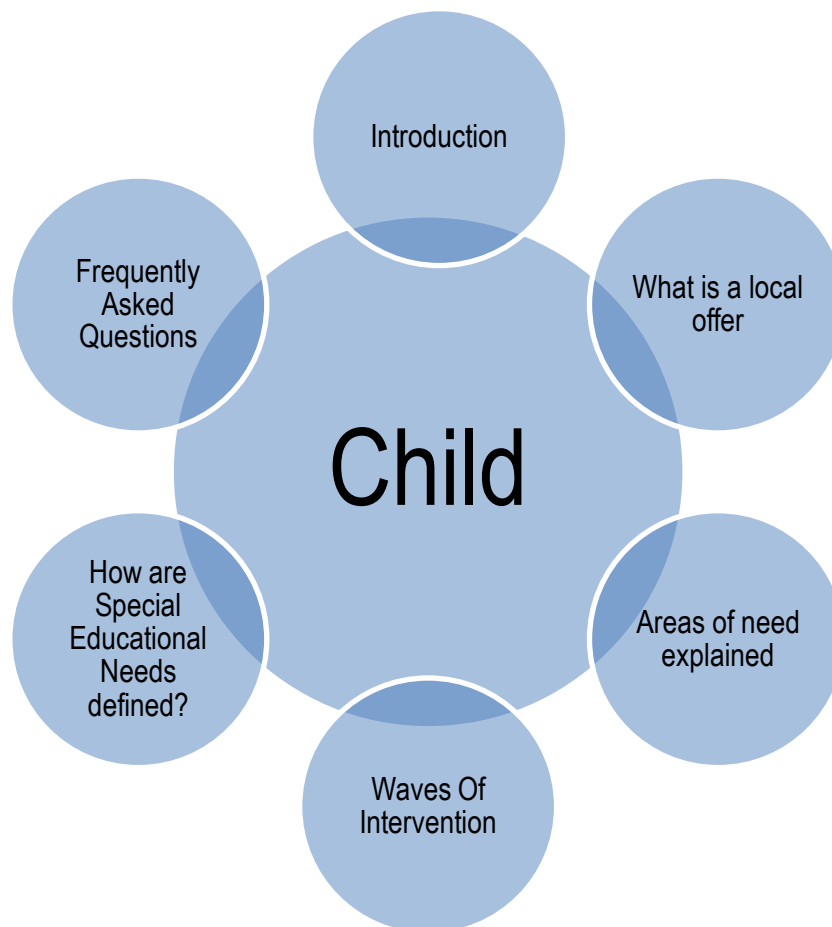




**NORTHWOLD
PRIMARY SCHOOL**
no sky too high

NORTHWOLD PRIMARY SCHOOL LOCAL OFFER



Introduction

Northwold Primary School is a school:

- with a strong Inclusive ethos
- values individuality and recognizes that each person has an important contribution to make to our society
- ensures equal access and opportunity for all
- actively seeks to remove the barriers to learning and
- supports interactive participation of all its children ensuring best outcomes for all.

What is a school's local offer?

The School's Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support as well as criteria for support and opportunities that are available; and
- To make provision more responsive to local needs and aspirations

As part of the new Children and Families Act, schools have been directed to produce a Local Offer. The Local Offer will change as services, policies and guidance changes. The school will regularly evaluate the breadth and impact of interventions and support it offers and accesses. Reasonable adjustments will be made to promote equality and inclusion.

"Pupils benefit from the school's inclusive environment. The school works hard to promote positive attitudes to learning and improve academic and personal development."

Ofsted report, 2012

Areas of Need explained

<h3>Communication and Interaction</h3> <p>"Pupils who speak English as an additional language receive the extra help and guidance that they need to achieve at least as well as their peers. The same is true for disabled pupils and those with special educational needs."</p> <p><i>Ofsted report, 2012</i></p>	<p>This section describes children who have greater needs than most of their peers for support with communication and interaction (C&I). Children with communication and interaction needs may have difficulty in expressing themselves, in understanding language, and with interacting with others and the world around them. Children need help to acquire language skills in order to develop their thinking as well as their ability to communicate. English as an Additional Language (EAL) is not in itself a special educational need but it can be the case that a child who speaks English as an additional language may also have special educational needs</p>
<h3>Cognition and Learning</h3> <p>"Personalised, specialist support from therapists and well-trained additional adults ensures that pupils with behavioural, social and emotional difficulties receive the extra help and guidance that they need."</p> <p><i>Ofsted report, 2012</i></p>	<p>This section describes children who have greater needs than most of their peers for support with learning. Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in developing play skills, understanding concepts and acquiring basic literacy or numeracy skills. Some children with learning difficulties, particularly those with severe or profound and multiple difficulties, will have had their needs identified at an early age and may already have received support. For many children needs may not become apparent until the child enters a group setting for the first time.</p>
<h3>Social, Mental and Emotional Health</h3> <p>"Regular opportunities in class to discuss feelings and how to resolve any emerging problems ensure that the school takes active steps to keep pupils safe from bullying."</p> <p><i>Ofsted report, 2012</i></p>	<p>Children who have difficulties with emotional and social development may find it hard to make and maintain appropriate and healthy relationships. Sometimes these difficulties may present in withdrawn behaviour and sometimes in challenging or disruptive behaviour. These behaviours may reflect mental health issues such as anxiety or depression. Some children have medically</p>

	<p>unexplained conditions like being reluctant to speak. Some children will have recognised disorders, like attention deficit disorder (ADD), attachment disorder and autism or pervasive development disorder that impact upon their mental health and social and emotional wellbeing.</p> <p>A small number of children will have social, emotional and mental health needs identified at a very young age. For many children needs may go unrecognised until they reach a group setting and are exposed to the multiple demands of a bigger peer group in a highly interactive environment. In the first instance it may be the child's behaviour that raises concern, perhaps behaviour that is anxious, very active, controlling, aggressive or excessively shy or withdrawn. These can be normal behaviours during a settling in period so monitoring over time is important.</p> <p>When children display behaviour that is of continuing concern it is essential to try to address any underlying social or emotional need or a mental health problem and not just the presenting behaviour. Close observation will help to show when and where the behaviours are triggered; discussion with parents may help to explore what the child may be communicating through this behaviour. Equally, behaviour that is different to normal developmental patterns can be an indicator of underlying learning difficulties. For example, a child with a language delay or disorder may exhibit frustration when he/she is unable to communicate effectively or may find that hitting or biting is a quicker way of making his/her needs known</p>
<p>Sensory and/or Physical</p>	<p>Many children with hearing difficulties will have their needs identified early and will be supported by the SENSS Hearing Impairment (HI) team. Children may have a temporary hearing loss affecting one or both ears that may fluctuate or may be permanent. Some children benefit from a hearing aid(s) or other amplification</p>

devices.

Some young children may have needs that go unrecognised until they reach a group setting or are expected to undertake tasks that require them to use hearing skills in a different context. It is also possible for some children to acquire a hearing loss. This could be caused through illness or accident or might be because they have a progressive condition or a condition that has a late onset. The most common cause of temporary and fluctuating hearing loss in childhood is commonly known as 'Glue Ear'. The SENSS (HI) team has hand outs and information that can be provided on request.

Some children with a hearing loss will require on-going specialist teaching support from a teacher of the deaf to access the curriculum alongside their peers. Others may require a routine monitoring visit to check the function and management of any equipment, to observe the child and feedback on his/her learning and to ensure that the setting is empowered to take responsibility for all aspects of the child's inclusion.

Sometimes a child can meet many of the descriptors for a hearing need but when clinically assessed the child's hearing is normal. It could be that the child has a fluctuating hearing loss and at the time of assessment it is within normal limits. If this is the case repeated assessment will usually determine the type and level of hearing loss. If there is no underlying physical hearing loss it may be that the child has auditory processing difficulties. If a child has auditory processing difficulties the descriptors and guidance for supporting children with communication and interaction (C&I) needs should be used. The SENSS (C&I) team works closely with the SENSS (HI) team who can support equipment needs where appropriate.

A medical confirmation of a hearing loss does not necessarily mean a child has SEN. However early

intervention with specialist advice from the SENSS (HI) Team ensures that the impact of the hearing loss on the child's progress is minimised.

This section contains:

- Some characteristics that may be observed in a child with a hearing impairment.
- Detailed descriptors to help identify children with hearing impairment by the things they need support with.

How are Special Educational Needs defined?

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

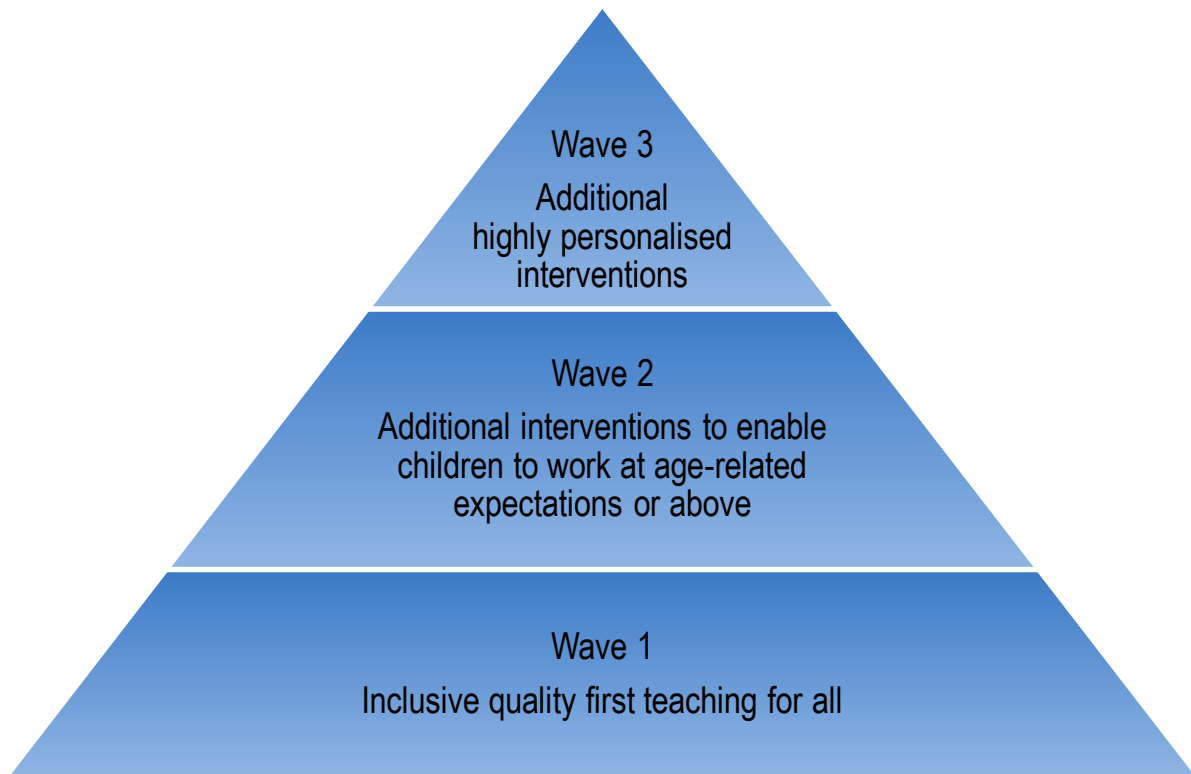
- **Children who require SEN Support:**

Your child is receiving extra intervention to support them to achieve their expected level e.g. Literacy intervention both in and outside of the classroom OR that your child has an outside agency working with them e.g. Speech and Language Therapist, Play Therapist, Occupational Therapist, Visual impairment team or Educational Psychologist .

- **Children who have an Education and Health Care Plan (EHCP):**

Your child has been identified as having needs that require extra support to access the curriculum. They will be entitled to additional adult support with learning and a high level of differentiation from class teachers.

Waves Of Intervention at Northwold Primary School



- Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
- Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.
- Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

Frequently Asked Questions

- How does Northwold Primary School Know That Children Need Help?

Children may be identified as having SEN (Special Educational Needs) through a variety of ways including the following:

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Through termly Pupil Progress Meetings held between the Teachers / SENCO (Special Educational Needs Coordinator, Mrs. Bhagwandas) and Head teacher (Ms. Kriel)
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies EG: physical
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including National Curriculum levels and the Foundation Stage Profiles. Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Class teacher, SENCO (Mrs. Bhagwandas) and Head / Deputy Teachers (Ms. Kriel / Mrs. Goulbourne, Mrs. Bhagwandas). In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

- What should I do if I think that my child needs help?

Talk to us – firstly contact your child's class teacher. If you require more information contact our Deputy Head Teacher (Mrs. Bhagwandas) or Head Teacher (Ms. Kriel). We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

- How will the curriculum support my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

- How will I know how my child is doing?

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information the SENCO (Mrs. Bhagwandas) is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO (Mrs. Bhagwandas) and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have an IEP / IBP (Individual Education/Behaviour Plans) in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

- How will my child contribute to their support

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher. There is an annual pupil questionnaire where we actively seek the viewpoints of children

especially concerning being able to speak to an adult if they have a worry. If your child has an EHC Plan or An Annual Review of their EHC Plan then their views will be obtained before any meetings.

- What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. Here at Northwold Primary School we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENCO (Mrs. Bhagwandas) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

- The school has an ELSA Teaching Assistant (Emotional Literacy Support Assistant) who works under the direction of the SENCo, with vulnerable children during the school day.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the schools medical Manager to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.
- School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

- What Specialist service will there be for my child?

Our SENCo / Inclusion Manager (Mrs. Bhagwandas) is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: MABS (Multi-agency Behaviour Support), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Education Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

Staff who will support your child



Current Interventions

Specialist Services accessed by the school include:

- The Hackney Ark has many services available for parents with children with SEND
- Specialist Teachers from HLT (Autism, Complex Needs, Behaviour etc)
- Educational Psychologist – in school
- Speech and Language Therapists – in school
- Young Hackney
- CAMHS (Child and Adolescent Mental Health Service)
- First steps (Targeted short term intervention for emotional difficulties)
- Educational Welfare Services
- Hearing and Visually impaired Specialists
- Social care
- School Nurse and School Doctor
- Art therapist
- Behaviour Support Service and Engagement Team

- Home School Support Workers – in school

Reviewed December 2016

Date to be Reviewed – December 2017