



Special Educational Needs (SEN) Information Report

Introduction

All Sunderland Local Authority (LA) maintained schools and academies have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA/Together for Children to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Academy SEN Information Report

This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet. North View Academy School's SEN Report is written in accordance with Section 69 of the Children and Families Act 2014.

Your Child has Special Educational Needs. What can we at North View Academy School offer you?

At North View Academy School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

The Local Authority Local Offer

North View Academy (NVA) is a special school educating children with Social Emotional and Mental Health (SEMH) difficulties and Autistic Spectrum Disorder (ASD).

At NVA academy we promote an ethos of high aspiration and achievement. We are ambitious for our children and nurture them to achieve.

All children attending NVA have an Education Health Care Plan (EHCP). This outlines the specific needs of your child and details the support required to meet those needs.

To initiate an EHCP you will need to contact your child's lead health professional, the SENDCo at their school or nursey provision or any other relevant professional to request this to be progressed.

- All relevant professionals will be required to submit a written report outlining their assessment of your child's needs.
- You will be invited to visit different school settings and you will be asked to write your views of your child's needs.
- All this information will be submitted to the SEN Panel who will make a decision based upon this evidence about the level of support required and where your child's needs can most appropriately be met.
- A proposed EHCP is issued if this is felt necessary. This document details you child's specific needs and the support required. Once this has been agreed by parents and professionals a final EHCP is issued which identifies the provision.

The information contained in this report outlines how your child will be supported in NVA.



Special Educational Needs (SEN)

The Head Teacher and SENDCo are responsible for co-ordinating SEN provision throughout the school. In terms of the SEN provision NVAS cater for the Primary needs for Autistic Spectrum Disorder and Social, Emotional and Mental Health Difficulties

At NVA we offer additional support in:

- Progress in cognition and learning
- Development of social and emotional regulation
- Support with mental health difficulties and resilience building
- Development of communication and prosocial interaction

This support is informed by the information on your child's EHCP and is reviewed regularly to ensure progress. You will be invited to attend review meetings annually to share your views and identify future areas of development.

All teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is the most important step in responding to children with SEN and approaches will be adapted to meet your child's individual needs. Learning Support Assistants support pupils individually and in small groups and deliver specific intervention when appropriate.

Multi-agency work is actively promoted at NVA and with your consent we will work with professionals from different agencies to ensure the best outcomes for your child.



Parents/Carers

Children achieve the best outcomes when home and school work closely together.

At NVA we promote having close relationships with parents/carers to ensure that everyone involved in your child's care is supporting them to maximise their personal, social, emotional and academic development. We operate an open door policy and you are welcome to make arrangements to meet with staff should you wish to discuss any issues or share information.

We complete a home/school diary to share information with you on a daily basis and invite you to comment and share information also. This partnership working benefits your child's learning and development.

There are annual meetings planned so that you can discuss your child's progress and share the work they have done in school.

You will be invited to attend the annual review of your child's EHCP at least annually.

You will be invited to attend the Christmas Play – always a highlight of the year and the annual Prize Giving ceremony. In addition throughout the year there are opportunities to enjoy evening events, such as the Carol Service at Sunderland Cathedral and Search for a Special Star to see our children perform.

Parents can also become school governors and we would welcome your expression of interest.

Transition

Prior to joining NVA you and your child will be invited to visit the school during the school day. If you feel it would be helpful any involved professionals or staff from your child's current school can attend also. This will give you the opportunity to see how the school runs and ease any concerns you or your child may have about moving school.

You will meet the staff who will be most closely involved in your child's care and you will have the opportunity to ask any questions that you may have about changing provision. We will discuss any particular transition issues and plan with you how these will be managed.

You will have the opportunity to purchase school uniform that is available from the school.

Class teachers liaise closely when pupils transfer to another class or Key Stage within NVA.

In the Year 5 EHCP Review, there is a discussion between the SENDCo and parents/carers on provision for Year 7. Parents/Carers are encouraged to visit a range of secondary provisions to inform their decisions.

Towards the end of Year 6, transition is arranged between NVA and the secondary provisions. This may involve their staff visiting NVA to observe and discuss children directly before the children access induction. Groups or individual children may also attend their named secondary provision for a series of induction sessions and this is arranged with the secondary provision

Close liaison with partner schools ensures transition into Year 7 is managed effectively and that pupils receive the support they need.

Transport

If you live more than a 2 mile radius from NVA transport to and from school will be provided for your child. This may be either by minibus or taxi. The SEN department will contact you to arrange this.



All transport vehicles have a driver and escort on board. They will make arrangements to meet you and your child prior to your child starting NVA and will inform you of pick up and drop off times.

If you prefer you can transport your child to school and make a mileage claim to the SEN department if your child is entitled to free school transport.

If you live within a 2 mile radius of the school your child is not entitled to free school transport and you will have to make arrangement to bring your child to school and pick them up at the end of the school day.



Curriculum

At NVA all children are taught using Programmes of Study. Children access a wide and varied curriculum offering a range of learning opportunities. They are encouraged to enjoy learning, take an active role in their education and celebrate success.

In all areas of the curriculum objectives are differentiated to meet the specific needs of each child. The curriculum is planned to ensure that all children experience success and this underpins their motivation to achieve.

Teaching strategies are adapted to overcome barriers to learning, for example allowing longer processing time, pre-teaching key vocabulary, using recommended aids, visual timetables etc. Differentiation in terms of staffing – group work, 1:1 work is used to ensure all children access the curriculum. Resources are adapted to support your child's learning.

A range of extra-curricular activities is offered each week to broaden experience and allow children to access different activities. The school operates an extended day on Wednesday and from 3.10pm – 4.00 pm each class is engaged in a club/activity. Currently we offer clubs in arts and crafts, fitness and teamwork, cookery and healthy living, music, dance and performance as well as garden club. These are just a few of the clubs run throughout the year. We are fortunate that we are able to offer some clubs with support from outside agencies – currently Stadium of Light coaches support an after-school club whilst a Peripatetic Musician supports Drumming Club.

Transport is arranged to pick up from school at 4.00 pm so your child will be home later on a Wednesday evening.



Assessing Progress

All children are baseline assessed on entry to the school to ensure we meet their needs appropriately. This baseline assessment is moderated with our link mainstream school (Grange Park Primary School.)

Targets are formulated that are SMART (specific, measurable, achievable, realistic and timely) and these are shared with the children and monitored closely. Progress is tracked using Individual Tracking and Progress Grids (TPG) linked to P-scales where appropriate and Programmes of Study relevant to the child's ability levels. This data is regularly reviewed to ensure your child's needs are being met and evidence is gathered throughout the academic year to inform this. You will be invited to annual meetings to discuss this and share information about progress.

At NVA we follow a graduated approach to teaching; assess, plan, do, review. The class teacher and the SENDCo will analyse the needs of your child using;

- Teacher assessment and experience and knowledge of your child
- Reviewing previous progress and attainment and behaviour
- Your child's development in comparison to peers and expected levels of progress provided by national data
- Your child's views about their progress
- Your views about your child's progress
- Information from external support services, Educational Psychology for example.

If necessary your child may access a specific intervention group to support their learning. The impact of the intervention will be reviewed and this will inform further support.

As a minimum EHCP plans are subject to a statutory review annually with parents/carers. At this meeting school staff and other professionals involved are invited to report upon progress and identify future plans. Reports may be submitted for this meeting also.

NVA has an open door policy and we would invite you to attend to discuss any issues should you become concerned.

Pupil Premium

Pupil premium funding is provided to ensure all our children on free school meals or in Local Authority make progress in line with their peers. Interventions are used to support children and their impact evaluated to ensure funding is being used effectively to maximum effect.

Dinosaur School is part of the school curriculum and is delivered with the support of Community Child and Adolescent Mental Health Service (CAMHS).

Fun Friends and Friends for Life can be accessed within the school with the support of CAMHS.

For further details of Pupil Premium please see our website.



Staff Training

All staff are trained in Safeguarding and attend regular updates. Clear policies and procedures are in place to protect and keep you child safe. These policies can be accessed via our website. The Designated Leads in Safeguarding attend termly updates and disseminate information to the staff team.

All staff are trained in Team Teach and this training is re-validated every two years. A key number of staff are trained in First Aid.

All staff have attended additional training in mental health. Key staff have attended further training in specific intervention delivery.

A programme of Continuing Professional Development is informed by the School Improvement Plan and whole school in-service training is arranged in response to any identified needs.



Specialist Resources/Agency Support

All staff at NVA are experienced in working with children with SEMH/ASD and /or learning difficulties. We actively encourage input from other professionals and will work collaboratively and across agencies to support you child.

Specialist professionals, for example Speech and Language Therapists, can work within the school with your child and then share targets with staff to ensure progress. Classroom based staff will focus upon these targets throughout the week and revisit them when necessary.

With your consent the Headteacher/SENDCo may refer to other services, for example Autism Outreach, CCAMHS to gain further support and guidance. Multi-agency meetings are regularly hosted at the school where information can be shared and intervention planned.

Any concerns you have regarding your child's SEN should be directed towards their classteacher /SENDCo or Headteacher to ensure a timely response.



Mental Health

School staff work closely with CCAMHS staff to support the social and emotional well-being of our pupils and increase emotional resilience. As part of the curriculum Dinosaur School is offered to Year 3 children. This is an evidence based intervention that supports emotional self-regulation, problem solving and develops prosocial and friendship skills in children.

The Friends Programmes can also be accessed within school. These are based within a Cognitive Behavioural Therapy model and are designed to support children to manage feelings of anxiety and worry.

With your consent school staff can refer into CCAMHS for further assessment and access to additional support, such as counselling, cognitive behavioural therapy or parenting support.

Currently the school is involved in achieving Bronze, Silver and Gold Status on the Mental Health Charter.

World Mental Health Day - 10th October 2017



Pupil Voice

We encourage children to share their views and actively participate in their learning. Celebrating success and reflecting upon this increases motivation to learn. We promote an ethos where children feel able to review their targets and set new challenges in conjunction with staff in a supportive and sensitive environment.

We have an active school council with representatives from each class which meets regularly to share the concerns of pupils and implement changes.



Complaints

Any complaints about SEN provision in NVA should be made to the Class teacher/SENDCo/Head Teacher in the first instance. They will then be referred to the school's complaint's policy.



Monitoring arrangements

This information report is reviewed by the SENDCo annually. It will also be updated if any changes in information are made during the year. It will be approved by the governing body.



Links with other policy documents

This policy links to our policies on:

- Safeguarding
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

J Knott
SENDCo
October 2017

Review – October 2018

SENDCo
SEN Governor – Diane Dimmock