

Type of school	Special Needs
SEN Academy	SEMH and ASD

All Sunderland maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority 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 a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>How can I talk to them about my child if I need to?</p>	Head/Class teacher	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. • Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each Year and planning to use each one for the term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

(Special Educational
Needs Co-Ordinator
SENCO)

- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

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He/ She is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring Parents/Carers are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing their progress
 - included in planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, ASD Outreach etc.
- Liaising with the Local Authority SEN Department where appropriate.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

	<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities</p> <p>Head teacher</p> <p>SEND Governor</p>	<ul style="list-style-type: none"> • Supporting your child’s class teacher to write Individual Education Plans (IEP) that specify the targets set for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>A Learning Support Assistant (LSA) may be allocated to a pupil or pupils with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are, in the first instance, directed to the Class teacher. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child’s day has been and we do actively encourage this continued feedback.</p> <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He/She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child’s needs are met. • He/ She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will receive support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and/or disabilities in this school?	Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. • The teaching and learning throughout the school is monitored regularly through observations, work scrutiny, Assessment, Target setting with co-ordinators and every success of each child is 	All children in school receive this.

		celebrated.	
	<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Classroom based • Based in the Social Skills area led by a Teacher or Learning Support Assistant. <p>These are often called Intervention groups by schools.</p>	<ul style="list-style-type: none"> • Children's progress is closely monitored using APP. • Your child's teacher carefully checks your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • He/She will plan group sessions for your child with targets to help your child to make further progress. • A Learning Support Assistant/Teacher or an outside professional (for example Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme. They will work closely with the Class Teacher. 	Any child who has specific gaps in their understanding of a subject/area of learning.
	Specialist groups run by outside agencies, for example Speech, Language and Communication or CAMHS.	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational 	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.

		<p>Psychologist. This will help the school and yourself understand your child's particular needs better.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them more effectively. ○ Support to set targets which will include their specific professional expertise. ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit. ○ A group or individual work with outside professional. 	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • The SENCO/Class Teacher may also visit your child if they are attending another provision. • The SENCO/Head Teacher will meet with your existing school to receive documentation regarding your current education and SEMH/ASD/ADHD needs. • We may suggest adaptations to the settling in period to help your child to settle more easily. • We may create an Individual Education Plan for your child. • We may arrange support for your child immediately. • All children are given a baseline on entry into the school and this information is used to inform planning. This is moderated with an external school. 		

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • The school actively promotes close contact with parents and carers via the daily home/school diary. • Parents/Carers are actively encouraged to contact the school with any queries as and when they arise. The school offers an 'open door' policy. • Parents/Carers are invited to attend termly Parents Evenings and EHCP Meetings. • If you have concerns about your child's progress you should speak to your child's Class Teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head Teacher. • If you are still not happy you can speak to the school SEND Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SMT. • Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> ○ Any concerns you may have; ○ Any further interventions or referrals to outside professionals to support your child's learning; ○ How to work together, to support your child at home/school.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Sunderland LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Head Teacher and the SMT discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support

	<ul style="list-style-type: none"> ○ the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. ● All resources/training and support are reviewed regularly and changes made as needed.
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<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> ● Teaching assistant - behaviour ● Counselling ● Family Support Worker ● Additional Educational Psychology input to provide a higher level of service to the school ● Specialist LSA support for children with ASD, ADHD and Dyslexia
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ● Autism Outreach Service ● Educational Psychology Service ● Sensory Service for children with visual or hearing needs ● ● Speech and Language Therapy (provided by Health but paid for by the Local Authority). ● Occupational Therapy ● Physiotherapy ● Professional training for school staff to deliver medical interventions ● Parent Partnership Service (to support families through the SEN processes and procedures).
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> ● School Nurse ● CAMHs

<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the class teacher in planning for children with SEN. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.. • The school offers a very skilled staff offering expertise across a range of needs, for example Dinosaur School, which is an intervention specific to mental health. Whole staff training to disseminate knowledge, strategies and experience is offered to ensure consistency of the school's approach for children with SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. CAMHS and/or medical/health training to support staff in implementing care plans. • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head Teacher. • The school is always actively searching for areas of improving the outcomes of the children in their provision. Currently the school is involved in a pilot scheme focusing on Education and Health working more effectively together. 	
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. (Class Teachers are regularly observed, pupil progress is closely tracked, Performance Management, SMT regularly undertake work scrutiny and CPD is available to support and extend staff's expertise and understanding). • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. 	

	<ul style="list-style-type: none">• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none">• Your child's progress is continually monitored by his/her class teacher.• His/her progress is reviewed formally every term.• If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.• The progress of children with a statement of SEN/EHC Plan is formally reviewed annually at the EHCP Review. This document requires contributions from all those involved with the development and progress of the child. A meeting is held whereby all professionals involved with your child – education, health, children's services are invited to meet with you and discuss progress/achievements so far, and agree on SMART targets for the coming year.• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in through regular meetings with the staff delivering the programme and the Class Teacher.• A range of ways will be used to keep you informed, which may include:<ul style="list-style-type: none">○ Home/school book○ Letters/certificates sent home○ Additional meetings as required○ Reports○ Parent's Evenings

<p>What support do we have for you as a parent of child with an SEN/and or disabilities?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. • The SENCO (or Head Teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • IEP's will be reviewed with your involvement each term. • Homework will be adjusted as needed to your child's individual needs • A home/school diary will be used to support communication with you. • SEND Governor.
<p>How have we made this school physically accessible to children with SEND?</p>	<p>The school is accessible to children with physical disability.</p> <ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • Easily accessible doorways.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
 - A Transition meeting is held in the Summer term. This is an opportunity for parents to meet their child's new class teacher and find out about the expectations etc. for the new academic year.
- In Year 6
 - The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

IEP	Individual Education Plan
S	Statement stage of the SEN Code of Practice
SENCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ADHD	Attention Deficit Hyper Activity Disorder
ASD	Autistic Spectrum Disorder

Stages on the SEN Code of Practice

Children deemed to have Special Educational Needs will be placed at one of three “stages” according to perceived need at any one time. These are:

Statement

These are children whose needs are such that they need a significant amount of dedicated support in order to reach their educational potential. The statement is a legal document setting out in some detail how a child should be supported in school.

September 2016