



Our School
Offer

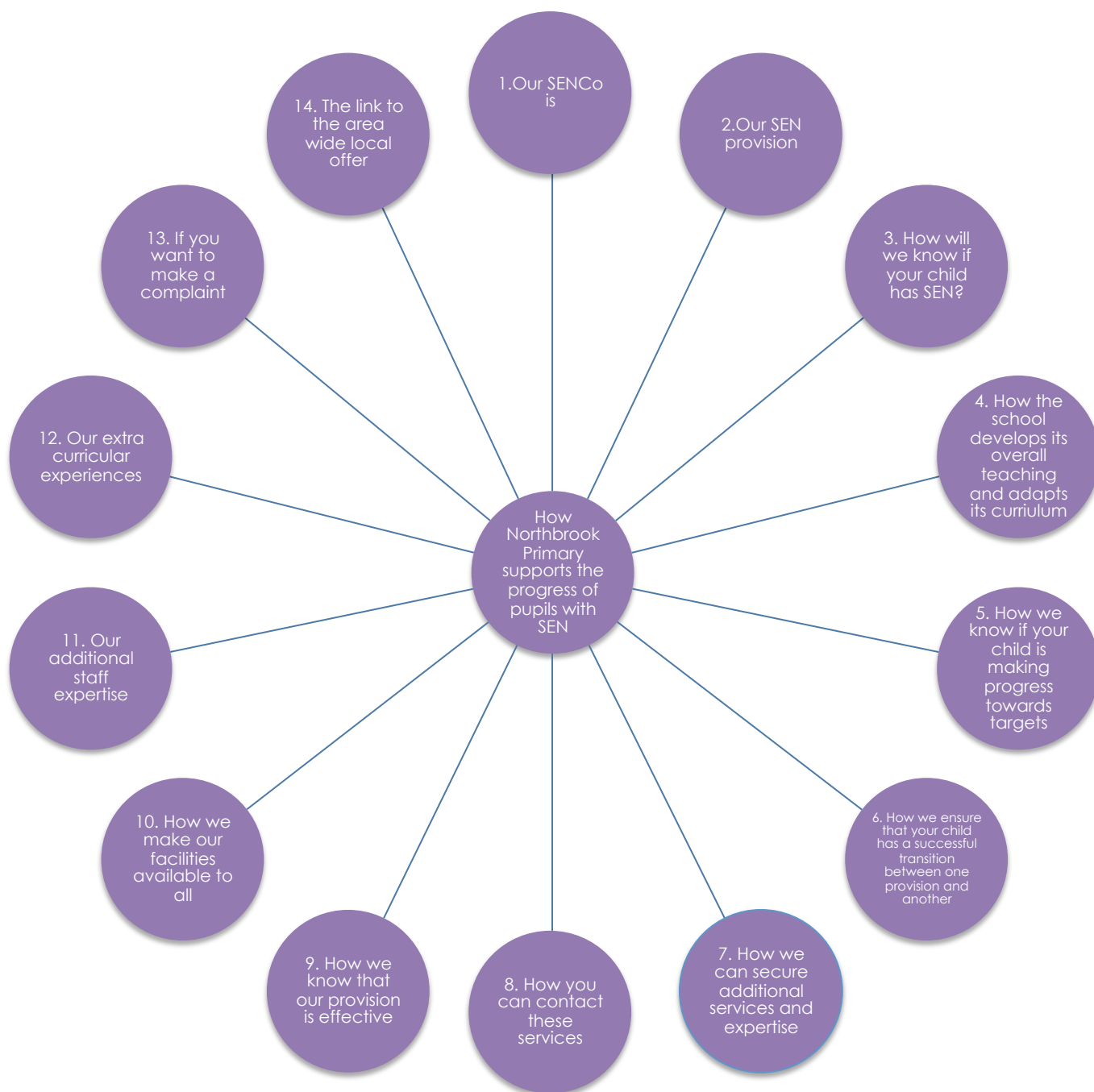
Parent
Information

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Northbrook
Primary School



Our School Offer



1.Our D



Our Special Educational Needs Co-ordinator (SENDCo) is Mrs Rachel Spence. Her role is to co-ordinate and oversee the school's and the Local Authority's provision of support for children who have special educational needs or disabilities (SEND).

Many children may have Special Educational Needs at different times in their lives. These may be short term or long term, learning, medical, physical, emotional or sensory needs.

Our aim at Northbrook Primary School is to ensure that all children have their needs met fully and to achieve this we personalise their learning wherever possible. We have high expectations of **all** of our pupils but we also recognise that we all learn in different ways. We are aware that whilst making learning as accessible as possible, we also seek opportunities to provide appropriate challenges so that all pupils are learning, experiencing success and fulfilling their potential.

If you have concern about your child, please contact Mrs. Spence on: **01772 421599**

The following information is intended to help you understand both the procedures in school and to make you aware of the other support services that are available.

2.Our SEND provision



What kinds of SEN do we make provision for?

Northbrook is a small school with 190 pupils on roll and 7 classes. The proportion of pupils with Special Educational Needs (SEN) is significantly above national average. At Northbrook we provide provision for children with SEN within each of the four categories outlined in the SEN Code of Practice (2014) and below:

Communication and Interaction

If your child experiences difficulties communicating and interacting with their peers or with adults, we have experienced teachers and teaching assistants who can support your child to work on a one to one basis or within a small group. Your child may have speech and language difficulties, which could involve forming specific sounds or understanding the language of others. We work closely with Speech and Language Therapists, following their advice and suggested programmes.

Cognition and Learning

Children with Cognition and Learning Difficulties are supported through high quality teaching and differentiation to allow them to access the curriculum and learning objectives at their own level. Your child may have a Specific Learning Difficulty such as dyslexia, dyspraxia, ADHD or Autism. We may support your child by breaking down activities into smaller, achievable chunks; providing appropriate resources and adult support where necessary. There are several interventions which take place within school, including small group English and Maths boosters, Toe-by-Toe, IDL (Dyslexia Intervention) and Fast Track Phonics.

Social, Mental and Emotional Health

Your child may experience difficulties with their social and emotional development, which may mean that they require additional or different provision based around their individual needs. This provision may include a Key Person within school, access to Gingerbread Group (nurture and social skills group), or to our school counsellor. Individual reward systems and behaviour plans may be put into practice in order to monitor your child's needs and progress. Where necessary, we may involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) or an Educational Psychologist.

Sensory and/ or Physical.

Your child may have sensory or physical difficulties, which may involve disability, hearing or visual loss. Where necessary, we make adaptations to lessons, activities, resources and the environment in order to enable all children access to the curriculum. We may involve outside agencies such as Occupational Therapists or SEND Services to provide further advice for use at school and home.

At Northbrook Primary School we believe that all children, whatever their individual needs, are entitled to access the same curriculum and to have equal access to all the experiences and activities provided by the school. We employ a 'whole school approach' to Special Educational Needs & Disabilities (SEND) and consider that all teachers and support staff at school are educators of children with SEND. Please see our

School's Special Educational Needs Policy for more information. In response to such needs we differentiate the curriculum within the class and allocate additional resources or support.



Resources are allocated according to the stage of assessment, needs and availability. The timetable and structure of the classes allows for the teaching of children who require additional support for their learning and small group interventions. Each class in school has an allocated Teaching Assistant (TA); the Foundation Stage has a full time TA and KS1 and 2 have a TA every morning and for some afternoons. If your child needs some 'precision teaching' to master a particular skill or a longer term intervention so that they have an opportunity to practice those aspects which are more difficult for them e.g. language development, literacy development or being in social situations; these will be provided by appropriately trained staff.

Mrs. Suffield and Miss Baines provide pastoral support and nurture sessions for children who are experiencing difficulties socially and emotionally. We also offer a counsellor for children who may need this additional support.

Mrs Spence, our SENDCo is able to liaise with parents and outside agencies in order to provide behaviour support; which may include drawing up an individual behaviour plan or using a behaviour contract, in order to avoid exclusions and increase attendance. This may also involve receiving support from Golden Hill Pupil Referral Unit. Please see our Behaviour Policy for a more detailed look at the behaviour systems that are in place in our school.

For the administration of medicines we have a nominated person; please see our Children with Medical Needs Policy for more information about our systems and procedures with regard to medical support.

All staff have access to relevant training to support the needs of the school and to enhance their own professional development. Training is accessed from the Local Authority and outside agencies.

A great deal of help is available via our school, from the Local Authority, specialist services and the Health Service.

3.How will we know if your child has a SEND?



Your child is assessed on a daily basis within their classroom and throughout activities, with teachers evaluating lessons and considering whether your child has made expected progress. The attainment and progress of all children is carefully monitored throughout the school year. Children are assessed three times during the academic year in reading, writing and mathematics as part of the whole school assessment cycle. Teacher assessments informed by test results are inputted into the school's tracking system. From these assessments, teachers attend pupil progress meetings with the Senior Leadership Team in school; during this meeting, individual children's progress will be discussed.

Initial Concern

Identification of SEN/D within school is usually the result of close teacher observation coupled with monitoring of the child's achievement and progress over time.

Following early identification the teacher will register an Initial Concern with the Special Educational Needs Coordinator (SENDCo). The SENDCo will review the evidence and decide whether to place the child on the school SEN register. The triggers for placing a child on the SEN register is that, despite receiving differentiated learning opportunities in regard to the area of concern, the pupil:

- Makes little or no progress even when teaching approaches are targeted particularly in the areas of weakness.
- Shows signs of difficulty in developing English or mathematical skills that result in low attainment in some curriculum areas.
- Presents with persistent emotional or social difficulties. (These may be displayed as challenging behaviours that are not ameliorated by the behaviour management techniques employed by the school or specialist support).
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If teachers have concerns regarding your child's progress, they will discuss these with yourselves as parents and carers and with the school Special Educational Needs Coordinator (SENDCo). For some children who may not be making the expected progress, intervention or 'catch-up' programmes will be discussed and implemented.

There may be other times throughout the year when teachers, teaching assistants or parents may express some concerns regarding a child who has developed an additional need, in this case they will discuss concerns initially with the SENDCo, who will then in turn invite parents in to school to discuss a plan of action.

Children on the SEN register

Your child's specific needs and progress will be monitored closely and if we recognise that your child requires interventions or provision that is additional to the teaching within the classroom your child may be placed on our Special Educational Needs Register at the 'SEN support' level. They will have their provision and extra support mapped (known as a

provision map). If your child has an IEP (Individual Education Plan), they will be given clear targets to help them achieve within the curriculum, and the different strategies needed to help them do this will be clearly noted in the IEP document. This will be done in consultation with the child and parent/carer. Where your child takes part in any interventions, their progress and needs will be monitored on a half term basis by the class teacher, SENDCo, parents/ carer and pupil in order to inform target setting and monitor the continuing need for the provision.



Where interventions have not produced the expected level of progress, the SENDCo, in consultation with parents/carers will seek advice from outside professional agencies. This may lead to formal assessments taking place in order to identify key areas of strength or concern. If the child is assessed by, and working with, other agencies these targets and strategies will be recorded on a four-stage process: Assess – Plan – Do – Review Cycle. Assess: The class teachers and if necessary, the SENDCO or outside agencies, assess the needs of your child.

Plan: Your child's barriers to learning will be identified and additional support will be put in place in order to achieve the intended targets.

Do: We will work towards the targets with your child; within class, in a group situation, or a one to one basis.

Review: Your child's progress will be monitored and the support altered or maintained according to the results and information.

This will be shared with parent/carer and the pupil and monitored closely within school. Parents are invited in to school to review the previous cycle and to check progress, along with the class teacher, SENDCo and pupil; there will be a discussion around the new targets to be set. At this meeting there will also be opportunities to discuss the support that school can offer, the support that parents can give their child at home and the support that can be provided from other professionals in education, health and welfare.

Education, Health and Care Plans (formally Statement of SEN)

For a child who is not making progress following two or more Assess – Plan – Do –Review Cycles, a Person Centred Planning meeting may be held which will include parent/carer, pupil (where appropriate) the school SENDCO, the school Educational Psychologist and other professional agencies working with a child. This meeting will discuss the possibility of a referral for a Statutory Assessment for an Education, Health and Care Plan (previously a Statement of SEN/D).

Children who have an Education, Health and Care Plan will have a clear set of targets and support that the school must adhere to. You will be invited to their Annual Review Meeting, in which your child's progress will be discussed, along with their individual targets, current support in school and potential changes for the future. Parents, school, external agencies and the Local Education Authority attend these reviews. Your child's views will be shared during these meetings, either feeding back following activities before the meeting or if suitable, by them attending. An Education, Health and Care Plan follows a child from school to school to ensure the agreed support continues in the areas of specific need.

For new children to school, visits by the children and their families prior to starting are essential. As part of this process you will be asked to fill in an admissions form and from the information that you give us we will be able to see if your child has any additional needs.

If your child has special educational needs then we will contact the previous school and talk with your child's class teacher and the SENDCo. All relevant information will be requested from the previous school on acceptance of a place.



We recognise the value of working together with you as parents/ carers in order to achieve the best outcomes for your child. We aim to provide high levels of communication with parents, to keep you informed on what interventions your child is taking part in and the way that these are helping them to progress.

This communication with you might take place at parents' evenings held twice yearly; in written school reports at the end of the academic year; when discussing IEPs at the half term meetings, during meetings with the SENDCO or at the end of the school day. We hope that you are already aware of our friendly and open approach to discussing your child's education.

Our SENDCo and class teachers are also available at other times throughout the year to discuss concerns with parents. A mutually convenient time can be arranged for the meeting and if appropriate other professionals maybe invited to attend.

When supporting children with SEN, we aim to talk to them regularly about their targets and achievements.

4. How Northbrook develops its overall teaching and adapts its curriculum to ensure that teachers can include pupils with SEND.



At Northbrook Primary School we have high expectations and aspirations for all; we recognise and value all educational achievement and provide an immersive, inclusive learning environment that meets the needs of all children, enabling them to reach their true potential. Our children feel valued, are treated equally and have access to all areas of the curriculum.

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching.' At Northbrook we enable all children to have access to good or outstanding teaching and lessons.

Assessment for learning is paramount, allowing teaching staff to target specific learning skills relevant to individual/groups of children. Employing a range of skill-developing challenging activities for our pupils allows staff to use a range of evidence for teacher assessment, creating a learning environment whereby children are empowered to develop independence, and know how to improve. Teaching staff employ a range of teaching resources that support and extend children's learning; children are taught how to use these resources themselves to foster independent and collaborative learning. We also use visual timetables and social stories to support children's learning in the classroom when needed.

Our pupils, staff and parents are clear about what is to be learned. Clear learning objectives and success criteria are identified for individual pupils, creating personalised learning. Our pupils and staff are fully involved in deciding next steps in children's learning. Our marking policy celebrates children's successes and identifies next steps.

High quality teaching, differentiated for individual pupils, is seen as the first step in responding to pupils who have or may have SEN. Teachers differentiate lessons to meet the variety of needs within each class, encouraging children to consider their own learning needs and strive to meet their full potential. Differentiation can be by task set, by outcome of that task, by adult support, by resources, by additional time, or by learning environment (for example, having a quiet workstation within the classroom or sitting examinations in a small, quiet room). Although the children are grouped according to ability for some activities and lessons, they are given many opportunities to work with all of their peers throughout the school day.

Other ways of meeting Individual children's needs may include:

- Small group intervention work with TA or class teacher.
- Evolving curriculum which reflects the interests and needs of the children.
- Differentiation of resources, including teacher designed writing and maths worksheets with a scaffold system to learning.
- Modelled, guided, shared, paired and collaborative learning strategies within classes.
- Precision teaching of specific skills, knowledge.
- Working walls to support independent learning in the classroom.
- Individual resources e.g. phonic mats, coloured over-lays, pencil grips.
- Daily/visual timetables

- Specialist equipment e.g. writing slopes, braille note-taker.
- ICT – specific equipment.
- Outdoor learning opportunities
- Advice and resources provided from other professionals within the local authority and from private companies.



In order for SEN children to access the full curriculum, we may provide additional support for unstructured times of the day such as playtimes, extra-curricular activities or school trips.

How will we support your child's emotional and social development and wellbeing?

We have a whole school behaviour management system which promotes social and emotional development, and all staff implement this consistently.

If your child requires further support relating to their emotional and social development, they may attend our Nurture sessions (Gingerbread group). An experienced teaching assistant and Family Support Worker run this intervention in order to enable the children to develop their own skills, based on their specific needs, which may include being able to work well within groups, talk appropriately with their peers, develop social skills and deal with anger management.

If your child has a medical need, we will work with the necessary professionals from outside agencies to implement suitable care plans and follow advice effectively. If a care plan is required we will ensure that all relevant staff are aware of the needs, that the documents are updated regularly with the relevant professionals and parents/ carers involved.

Training on medical needs is provided through First Aid training. Any extra requirements for specific needs would receive relevant training. Several healthcare professionals provide support to the school when required.

5. How we know that your child is making progress towards their individualised targets.



All targets are individualised for every child. Our teachers have a good understanding of where each child is achieving in every subject so they can ensure that they are planning their lessons correctly and that all the children in every lesson make progress. The teachers use the information from marking books, children's answers to questions, responses in groups or 1-1 in order to assess this. They will at points during the year give the children tests and tasks to see how they are developing. They input this information into an assessment tracker. The teacher then uses this information to plan future lessons.

Pupil progress data is submitted termly and pupil progress meetings are held by the Senior Leadership Team (SLT) and the Class Teacher to analyse the data looking for any anomalies or concerns. Core groups of children who are identified as being at risk of underachieving/underattaining are scrutinized. A professional discussion takes place, and the SLT will look at the steps that need to be taken in order to support a child or group of children who are not achieving their targets or a child/ren who are exceeding their targets. Any children that require additional support will be identified at this point. In order to narrow the gap between Special Educational Needs & Disability children and the higher attainers in the year group, teachers will use effective differentiation, appropriate interventions and small group work.

Information from the intervention groups is recorded on an evaluation sheet and is closely monitored by the SENDCo. This information is then shared with the class teacher, so that the targets set are worked on collaboratively. Each child is set targets in reading, writing and maths. We set challenging SMART targets based on where each child is currently working. If we get the intervention right then we expect to see good progress over a term. Individual targets are reviewed by the class teacher and TA; based on continual assessments, tests and tasks set in class.

6. How we ensure that your child has a successful transition from one provision to another.



Moving on can be an exciting but daunting time for many children, however, your child may have needs that mean that these times are more worrying for them. At Northbrook we aim to ensure a smooth transfer for children who are new to the school, moving onto the next year group or Secondary School through a structured and gradual process.

From Pre-School to Reception:

The school usually receives information about the new starters from the Local Education Authority at the end of April prior to the children starting school.

We work closely with preschool settings to support the transition to our school. Where nurseries/ preschool have indicated that children have SEN, the school will make contact with the nursery/ preschool and arrange a transition meeting with the nursery/ preschool, yourselves and any other relevant professionals. This will be attended by our school SENDCo and the Reception class teacher to plan appropriate provision and strategies for meeting your child's needs.

Any relevant Assess – Plan – Do – Review Cycle's or Education, Health & Care Plans will be acted on by the SENDCo and class teacher.

During the Summer Term a phone call is made to all nurseries that have children allocated to start Northbrook Primary School prior to their induction.

Parents/carers of our new Reception class are invited to an Induction Meeting in May where they are introduced to staff including Reception class teacher, teaching assistants, SENDCo, bursar and Head teacher.

Any necessary arrangements for support, health plans or a graduated induction will be discussed and agreed with parents prior to the child starting school.

During June, our Reception class teacher carries out home visits where parents/carers, again, have the opportunity to discuss any specific needs their child may have. Also in June, there will be several opportunities for meetings with our Reception Teacher and for your child to visit our school.

The children have a phased induction into school during the first two weeks of September. Where a child has difficulty settling or following rules and routines this induction period may be extended in consultation with parents/carers.

Parents/carers have the opportunity to meet with the class teacher on a daily basis to discuss progress or concerns.

Assess - Plan – Do – Review Cycles will be reviewed after the first half term in school.

Baseline assessments will be made of all children during the first six weeks of school. This will be done via everyday activities, observations and interactions with the children in school.

Within Year Transition



During the year, children may be admitted to other year groups if places are available. Such non-routine admissions take place on a Monday or at the beginning of a new half term if that is more appropriate. Visits to the school prior to such an admission are encouraged. You will be asked to fill in an admissions form and from the information that you give us we will be able to see if your child has any additional needs. Wherever possible, the school likes to determine as much information as possible about any pupils joining the school who have SEN/D. This is to make certain that we have all of the relevant information, documents and advice so that your child's correct support and provision can be put in place from the beginning ensuring a successful start to schooling at Northbrook. Therefore the school may delay a starting date until the required information has been gathered from any of the following sources:

- Information request from the previous school – we will talk with your child's class teacher and the SENDCo
- Meeting with parents to discuss needs and support.
- Meeting with school nurse to complete a Health Care Plan.
- Meeting with other supporting professional agencies.

Once the school is satisfied that, wherever possible, all relevant information has been obtained, a starting date will be given provided that a valid birth certificate has been produced. Targets set at the previous school will be monitored and may be subject to amendment in accordance with Northbrook Primary School's own assessment procedure

Annual transition

Northbrook is a small school, which allows your child will have a lot of contact with all of the teaching staff through activities, clubs and assemblies. Therefore your child is likely to already be familiar with their new teacher. However, all children are given the opportunity to spend a day in their new classroom with the relevant members of staff. Children with SEN may be supported through social stories or other specific resources to prepare them for the changes. Teachers are given allocated times/ official handovers to meet and share information about your child with you as parents/ carers and their previous class teachers. This may include effective approaches and strategies to meet the needs of your child. Our SENDCo also meets with the new teacher to discuss individual children.

From Year 6 (Primary School) to Year 7 (Secondary School)

We have good links with the local Secondary Schools and when your child is approaching their transition, we will communicate your child's specific needs to the new school and forward any suitable documents in order to provide all of the relevant information and advice to ensure a successful transition.

Our local secondary schools make arrangements to see their pupils before transfer at Northbrook and liaise closely with the Year 6 class teacher and SENDCo. Informal discussions between SENDCO's at both school may take place. Our children visit their new high school during their last term with us, this is called 'Year 6 moving up day'.

Any children with special educational needs, disabilities or medical conditions, are offered the opportunity to make additional visits so that they are well prepared and feel

comfortable in their new secondary school. Children with Education, Health and Care plans will have a transition review scheduled where a member of the Local Authority SEN team will be present.



If your child has additional needs then a transition meeting will be arranged by the SENDCo between our school, the chosen secondary School and any other professionals that are involved to discuss the needs of the child and provision that is to be made.

All SEN records for Year 6 children are copied and sent to the relevant secondary school during the final weeks of the Summer Term.

Throughout the whole year we work closely with our colleagues in secondary schools, and we are involved in many shared activities. This helps to ensure that our children's transfer to secondary education is as smooth and problem free as possible. We always seek to make the move between primary & secondary school as successful as possible so that you and your child are not feeling anxious about anything over the long summer break.

7. How we secure additional services and expertise



Who could be involved in supporting your child or family?

The following people may be involved in supporting your child or family:

The class teacher and teaching assistants

SENDCO (Mrs Spence)

Head teacher (Mrs Brookes)

SEN Governor (Mrs Warner)

External agencies:

Our SENDCO may wish to seek advice from outside specialists to decide what extra help your child needs (this is known as Special Educational Needs Support).

In some cases, the school may use the services of the Local Education Authority, or may buy in other professional services as and when deemed appropriate. This will be provided through the notional SEN budget allocated to the school from the Local Education Authority. This is usually requested via a referral by the SENDCO following a meeting with Class Teacher and parents/carers. In this case the school will invite parents/carers in to discuss the reasons for the request and what the intended outcomes are.

We have strong links with a range of education, health and social care professionals who can support us in meeting the needs of your child. You will be asked for your permission before we contact the specialists and then you may be asked for some additional information in order for the SENDCO to make the referral.

For example there may be discussions with:

Lancashire SEND Services: we gain further advice and support from these services, and work close with our designated Special Educational Needs and Disability Officer (SENDO) Catharine Martin.

Speech and Language Therapists: the therapists advise us on relevant targets if your child has Speech and Language difficulties, and provide us with an Episode Plan to be followed at home and in school over a given period.

Specialist Teachers: we privately employ a specialist teacher via Acorn services. If your child has a Statement of Educational Needs or we feel that your child would benefit from assessments, observations and further input, the specialist teacher provides us with recommendations.

Occupational Therapists: The children at Northbrook who require input from the Occupational Therapists are referred via their GP. We then ensure that the specialist programmes of work are implemented, following advice.

An educational psychologist

Behaviour support via Golden Hill

Hospital/ home tuition
School doctor/nurse



CAMHS: your child may be referred to the Child and Adolescent Mental Health Service, usually by your GP or school, in order to assess their needs and provide school and yourself as parent/carer with advice.

This list is not exhaustive as we may need to liaise with other agencies depending on the needs of the child. In addition, we may liaise with other mainstream and special schools, as and when necessary.

It may be necessary to ask for an assessment of your child's additional needs if they are significant. The school or one of the specialists that have been consulted can ask for an assessment, or you may ask for it yourself. A request for a statutory assessment is called a 'Referral to Panel'. This is a request to the Local Authority for specific support in order to meet your child's special educational needs.

The Authority will then decide whether your child requires additional help, above and beyond that which is generally available in school. If this is the case then your child may need an Education, Health and Care Plan (EHCP) so that additional resources can be allocated. The education, health and care plan will outline all support required in terms of education, health and social care.

8. How you can contact these services.



The easiest way to contact these services is through the school SENDCo.

Please call the office (01772 421599) and ask for Mrs Spence.

If your child is already receiving support from another service and you have received a report, there should be a contact person and number attached to the report.

9. How we know that our provision is effective.



We closely monitor, discuss and evaluate the progress and achievements of all children and particularly those of children having SEN/D. These are monitored using specific tracking systems relevant to the provision. Each term the SENDCO analyses the progress and attainment data of your child to identify further areas of need and how effective current provision is.

If your child is receiving SEND support, termly SEND review meetings will take place. You will be invited into school to meet with the SENDCO or class teacher to review your child's progress, to set clear goals and to discuss the activities and support that will help them to achieve their targets in school and at home. Everybody's responsibilities are clearly identified in order to involve both parents and children in the review process.

We monitor our provision in different ways:

- As well as the formal review process, SEND interventions are evaluated session by session, and then the assessment data is gathered termly.
- Informal discussions take place with parents on a daily basis as all teachers make themselves available at the end of school.
- Teachers and the SENDCO also have telephone conversations with parents with regard to progress towards certain targets.
- We may use communication books between home and school to monitor progress towards specific targets to ensure home and school are working together to achieve the same goals.
- We talk to our SEND children regularly about their learning and how they feel and any changes we could make to make our provision better.

The SENDCO and SEN Governor meet to discuss the provision, the progress of the children, and the next SEN Action Plan.

Data from the end of KS1 and KS2 is measured against national data. The data is categorised into different groups so the school can analyse how well SEN/D children are achieving and progressing compared to previous years and other schools nationally.

10. How we make our facilities available to all.



Northbrook Primary School is a fully inclusive school where we endeavour to meet the needs of all children regardless of SEN/D.

We believe that all children are entitled to access the same curriculum and to have equal access to all the experiences and activities provided by the school.

We provide a stimulating learning environment for all our children and we employ a 'whole school approach' to Special Educational Needs.

We consider that all teachers and support staff at school are educators of children with special educational needs. In response to such needs we differentiate the curriculum within the class and allocate additional resources or support.

Where reasonably possible adaptations will be made to buildings and resources to accommodate all learners. Environmental features that support learning in all our classes and therefore enhance accessibility, include:

- carpeted classrooms to enhance the acoustics;
- all classrooms have an interactive whiteboard so that for example text /font size/background colour can be adjusted;
- all classrooms are wheelchair accessible;
- disabled toilet area
- additional equipment which some pupils can access includes IT equipment and auxiliary aids, such as a sloping writing board;
- iPads,
- advisory teachers carry out an environment check and recommendations;
- specialist equipment ordered as and when appropriate;
- risk assessments for individuals and all spaces in school;
- adaptations to resources;
- corridors and spaces in school conform to Health and Safety policy

All visits and residential visits are accessible by all the children.

The most important thing to remember is that all children and young people develop physically, cognitively, socially and emotionally at different rates. One pupil can be physically mature but emotionally and socially immature whilst another may be physically delayed in their development but cognitively, socially and emotionally mature.

Every child is judged on an independent basis and the services available to us in school are distributed where needed, as a result of discussions with parents/carers and class teachers.

Access to other professional services are also available to all who need them and again this will be done in conjunction with parents/carers and class teachers. Usually a referral to external services requires written (or at least verbal) consent from the parent/carer. This will be done in a meeting with the school SENDCo.

Everybody is good at something, nobody can be good at everything. We identify and celebrate the children's and staff's talents together. This develops everyone's self-esteem and self-worth. We are all cogs in a machine without each other the machine wouldn't work. This is our ethos across school.

11. Our additional staff expertise.



At Northbrook we have teachers and teaching assistants who create a caring, nurturing environment for all pupils, including those with SEN. Teaching assistants work within the classroom, in group situations and on a one to one basis where required.

All our staff are encouraged to apply for relevant training to support the needs of the school and to enhance their own professional development. Staff feed back to their colleagues after going on training usually via staff meetings. Training is accessed from the Local Authority and outside agencies.

Our Teaching Assistants successfully run several interventions including IDL (Spelling and reading programme based on the computers), Toe by Toe (Reading), Fast Track Phonics, Plus One (Maths), The Power of Two (Maths), Nurture group (social skills) and fine/ gross motor skills. We have a member of staff who has recently completed attachment training and have four members of staff who have completed Talk Boost training.

We also provide additional specialist provision via outside agencies. These include but are not limited to; specialist teachers, educational psychologists, SEND support team, school nurse, speech and language therapists, occupational therapists and physiotherapists. The specialist teachers work with those pupils with a Statement of Educational Need, where appropriate.

12. Our extra-curricular experiences.



All our children have the opportunity to join in with extra curricular activities at lunchtime or after school. Parents are regularly informed about various clubs and activities for pupils with SEN within the school community and registers are kept for all the extra-curricular activities.

All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly. Where necessary adjustments to resources and levels of support will be made to ensure full inclusivity. Additional staff provide support at swimming and for off-site trips where necessary; and risk assessments are written to measure any potential dangers.

Due to a high level of demand some activities are limited to specific year groups and places are allocated on a first come, first served basis.

- After School Club
- Breakfast Club
- Football
- Olympics Sports Club
- Choir
- Gardening Club
- Recorders
- Board Games
- Dance
- Class/Year group trips
- Residential Visits

13. Your views count!



We aim to work collaboratively with parents / carers to meet the needs of all children at Northbrook.

Remember that you know your child and you should make **your** views known.

It is **important** that we work **together** for the good of your child and to provide the best education and support for your child that we can.
If you are unsure of anything

PLEASE FEEL FREE TO ASK!

Please talk to us about any questions or concerns you may have regarding the SEN provision that your child is receiving.

Your first point of contact should be your child's class teacher. If you or the class teacher feels that further discussion is required the SENDCO or Head teacher will happily help.

In the unlikely event that a concern is not resolved, please contact our Chair of Governors, Cllr. Titherington care of the school and follow our 'Parental Complaints' policy.

14. Here is the information about the area wide local offer.

The information in this SEN Information Report links to that of Lancashire County Council's Local Offer which details support and services available to children with SEN. This can be accessed at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>

The Parent Partnership Service can also provide further information. This service can be accessed via:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>