



Special Educational Needs Policy / Information Report



'Eager to learn ~ Live to learn'

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Kelly's Contact Details

Tel : 02392662129

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Simone's Qualifications

BA in Primary Education with Qualified Teacher Status

National Award for SEN Co-ordination (NASENCo award) gained 10th July 2013

Kelly's Qualifications

Qualified teacher status

National Award for SEN Co-ordination (NASENCo award) Training Feb 2021 – Feb 2022

Headteacher: **Mr Beadell**

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Head Teacher Qualifications

Qualified Teacher Status

Masters Degree in the Management of Education (MA Ed)

Special Educational Needs & Disabilities Policy Aims

SEND provision at the Northern Parade (Federated) Schools will always embrace the school's overall vision and aims:



In our vision for the Northern Parade (Federated) Schools we aim to establish ...

*'A creative community working together to motivate,
challenge & build resilience in our independent learners.'*

In order to achieve this vision and value statement we aim:-

- To nurture and support every child to achieve their full potential in all areas of learning – collaborative, intellectual, emotional, physical, social, moral, spiritual and cultural.
- To equip children with the resilience to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.
- To ensure excellence in teaching and learning within a high quality learning environment through leadership and within all aspects of school life.
- To value excellence and recognise the uniqueness of every member of our school community.
- To provide a broad and balanced curriculum with emphasis on the basic skills of English, mathematics and Science.



Special Educational Needs and Disabilities Objectives

- We will work within the guidance provided in the SEND Code of Practice 2014.
- We will place pupils and their families at the heart of their provision and consider the ‘whole child’ when planning support.
- We will provide support and advice to empower all staff to embed effective and creative differentiation for pupils with SEND within quality first teaching.
- We will work towards solutions which give all pupils the tools, resources, creativity, persistence and confidence to develop successful independent learning.
- We will monitor pupil progress half-termly in order to promptly identify and provide for pupils who have special educational needs and additional needs.
- We will operate a consistent ‘whole school’ approach to the management and provision of support for SEND, which is the responsibility of the SENCo.
- We will ensure that all support is regularly monitored for effectiveness – and adapted where necessary, using the ASSESS-PLAN-DO-REVIEW model.
- We will develop and maintain effective and positive working relationships with professionals and outside agencies who provide support and expertise for pupils with SEND.
- We will ensure that staff have the resources and training opportunities they need in order to best meet the needs of the children in their care.

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2010
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions DfE April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document: September 2014
- Northern Parade Schools’ policies for Safeguarding and Child Protection
- Accessibility Plan / Equality & Diversity Objectives & Action Plan
- Teachers Standards 2012

This policy and our accompanying SEN Information Report was created by the SENCo through consultation with school staff, parents (via email in October) and stakeholders such as specialists from outside agencies including Speech and Language Therapists and Teacher Advisers for Hearing and Visual Impairments, who work with the school. It was shared and discussed with the Local Governing Board.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The Role of the SENCO

The SENCOs, with the support of the Headteachers and Local Governing Board, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils.

The SENCOs at Northern Parade are Mrs Simone Elliott and Miss Kelly Rollings and their responsibilities include:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Role of the Local Governing Board

The named governor responsible for SEN is Miss Beth Taylor. The Local Governing Board determines the school's general policy, and is responsible for securing the necessary provision for any pupil identified as having SEN. The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of providing for these children.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The role of the headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The role of Class teachers

Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The Role of Support Staff (LSAs/SNAs)

The line manager for LSA/SNAs are the SENCOS – Mrs Simone Elliott and Miss Kelly Rollings, Deputy Head Emily Kingdon, Senior Assistant Head Liz Davis and Head teacher Warren Beadell. LSAs/SNAs must work closely and co-operatively with teaching staff to implement support plans and deliver interventions for pupils with SEND. They must follow carefully the advice and support plans of external professionals working with the pupil/s they support. When supporting children with SEND, LSAs/SNAs should strive to establish strong links with a child's family and contribute to an open dialogue between home and school. Whilst children with an allocation of 1:1 support will need significant input and support, staff should strive to provide times of 'distant support' where possible to enable pupils to maintain or develop independent learning skills. Northern Parade (Federated) Schools ensure that LSAs/SNAs have opportunities for continuing professional development in a variety of areas to ensure that they are highly skilled members of staff, and that we, as a school, are maximizing their impact.

Other Roles

Senior Assistant Headteacher – Miss Liz Davies

Mental Health Lead- Miss Liz Davis

Pastoral Lead - Dragons Den – Mrs Rachel Smedley

Specific staff with Safeguarding Responsibility – Mr Beadell, Miss Liz Davies, Mrs Simone Elliott, Miss Kelly Rollings, Mrs Rachel Smedley

Member of staff responsible for pupils with pupil premium funding – Mrs Yvonne Amor

Member of staff responsible for pupils with LAC and PLAC –Mrs Simone Elliott and Miss Kelly Rollings

Member of staff responsible for meeting medical needs of pupils – Mrs Julie Waller

Special Educational Needs and Disabilities at Northern Parade (Federated) Schools

At the heart of the quality of education at the Northern Parade Schools lie high expectations and the belief that each child, regardless of ability, disability or medical need, has a unique contribution to make to school life. We ensure that everyone, be they child, parent or member of staff, is valued and that our different interests, life-experiences, characteristics and strengths are celebrated.

We believe that quality education begins in the classroom and is led by the Class teacher whose role it is to provide a learning experience which creatively enables every child, including those with Special Educational Needs or Disabilities, to raise their aspirations, overcome their barriers and discover for themselves a love of learning. Every teacher is a teacher of our children including those with special educational needs.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties



Identifying pupils with Special Educational Needs and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.
(SEND Code of Practice 2014)

At the Northern Parade (Federated) Schools we focus on individual progress as the main indicator of success. We hold termly pupil progress meetings where progress and provision are rigorously reviewed. We strive to make a clear distinction between ‘under-achievement’ – which may have many causes, such as attendance, punctuality, health and welfare or other personal circumstances – and special educational needs. Where pupils are identified as underachieving, we will quickly ensure that appropriate support and/or interventions are put in place to help these pupils catch up.

English as an Additional Language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. Likewise, pupils in receipt of the Pupil Premium Grant, Looked After Children, Gypsy, Roma or Traveller children and children of servicemen/women may be on the school’s provision map and may need specific learning opportunities, but they do not necessarily have special educational needs.

Disability in itself does not constitute a special educational need, however, Northern Parade takes very seriously it’s duty under the Disability Equality Legislation to make ‘reasonable adjustment’ (Code of Practice 2014) so that pupils enjoy fully the curriculum and opportunities provided for all pupils at our school.

Under-achieving pupils, and vulnerable learners who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map). Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

When considering the nature of a child’s special educational need, we refer to the 4 broad categories of need described in the Code of Practice (section 6.28-6.35). These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

The purpose of identification in this way is to inform the planning of support. Such planning will begin with the needs of the whole child and may include aspects in addition to their learning needs.

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties

Cognition and learning

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate learning difficulties

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on my concern.

We will formally notify parents when it is decided that a pupil will receive SEN support and they will receive a copy of their individual SEN support plan (ISSP).

Assessing and reviewing pupils' progress towards outcomes

Northern Parade provides a graduated response to each child dependent on the level of need.

These are often referred to as waves of intervention.

Wave 1 Quality first teaching through differentiation in all lessons (based on planning designed to move all learners from their starting points to where they need to be).

Wave 2 Small group support for those pupils who are achieving below age expected standards. Designed interventions are implemented to increase rates of progress and secure learning for groups of learners that puts them back on course to meet age expectations.

Wave 3 Focused, individualised programmes for pupils achieving well below age expected standards. These programmes are specifically designed to accelerate progress and minimise performance gaps.

1. At Northern Parade (Federated) Schools we are committed to providing the very best quality first teaching experience for all pupils. Class teachers are directly responsible for the progress and attainment of all pupils in their class and for providing effective solution-focused differentiation of the curriculum for pupils with SEND.

2. If, despite a range of in-class strategies to address need, a Class teacher remains concerned about a child's learning, they should share these with the SENCo in writing, detailing attainment and what has



already been tried, providing a relevant work-sample where appropriate. Concerns must also be shared with the child's parents and their views recorded. The SENCo will then consult with the teacher about that child and may do one or more of the following:

- Observe the child in class
- Chat to the child about their learning
- Analyse work samples
- Ensure that ordinarily available provision is being adhered to
- Give analytical checklists to the teacher to complete
- Complete assessments e.g. CAT4, phab 2, benchmarking
- Make recommendations to the Class teacher based on the above
- Consider extra group support to boost skills
- Refer to outside agencies/outreach services

The child's progress will then be reviewed with the pupil, to discuss new strengths, needs and strategies. Teachers should then meet again with parents to share observations with them and give tips and ideas they can try at home.

The child's progress and work will continue to be closely monitored and evidenced by the Class teacher and will also be monitored by the SENCo during this time to see if the provision is effective. An Individual School Support Plan (ISSP) may be written and shared with parents at this time. Parents will also be given suggestions as to how to support their child's learning at home.

The provision put in place will be reviewed with parents on a termly basis with additional discussions taking place as necessary. A decision will be made whether to continue with this level of support, or to consider a more formal approach (see below).

3. If a child's progress and learning are still a significant concern and quality first teaching enhanced by the support put in place has not been effective in closing gaps in attainment or overcoming barriers to learning, then a decision may be made, in consultation with parents, Class teacher and SENCo, to place the child on the SEND register. This continues and formalises the approach begun above.

The pupil would be reviewed with parents and the program of support reviewed. It maybe that smaller-group or 1:1 provision would be considered helpful. Progress would continue to be monitored closely by the Class teacher and SENCo and further analysis of difficulties, through high quality formative assessment, may be carried out, with consideration given to the 4 broad categories of need outlined in the previous section. It remains the Class teacher's responsibility to evidence progress towards the outcomes identified in the support agreed above. The Class teacher and parents would now meet at least once a term to review targets and provision and discuss next steps, using the model of ASSESS-PLAN-DO-REVIEW. Provision should include advice on how learning can be supported at home.

4. If, despite this specific, targeted approach using high-quality, evidence based interventions, a child's progress over time remains a concern, school, through discussion with parents, may next consider seeking external specialist advice. In order to qualify for external support, children will have to meet the thresholds for that support service. The Class teacher, SENCo and parents will need to complete any necessary paperwork – which may be a specific referral form or Early Help Assessment – in order to secure this support. Class teachers, with the support of the SENCo, are responsible for ensuring that recommendations made by such specialists are incorporated fully into that child's provision and parents are kept informed.

5. For some children, despite specialist input and a committed, rigorous approach to support – both in the classroom and through quality intervention work – their progress and attainment will fall a long way behind that of their peers. In this instance, parents and school will consider making an application to the

Local Authority for assessment for an Education, Health and Care (EHC) Plan. There are clear thresholds which the school must use as guidance when considering applying for such a plan based on learning needs and the level of provision currently in place. Application for and maintenance of such plans will be carried out in accordance with the guidance in the Special Education and Disability Code of Practice 2014.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents which information will be shared as part of this. If your child is leaving Northern Parade we encourage parents and pupils to visit the new school and if requested can support parents with this.

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the familiarisation with the new surroundings. These can be arranged in liaison with the feeder schools.

We write social stories that include relevant photos with children if transition is potentially going to be difficult. We have a week of transition before the summer holidays where all pupils go to their new year group and have lessons in their new class with their new class teacher (when possible).

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health and Care plan review will be used at a transition meeting during which we will invite staff from both schools to attend.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Precision teaching

Emotions coaching

Sidney

Pre and post tutoring to address misconceptions and plug gaps in learning

Hand gym

Life skills

Speech and Language therapy programmes

Occupational therapy programmes

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when they are unable to access learning in the classroom independently despite the lessons being differentiated.

Teaching assistants will support pupils in small groups when these pupils have been identified as having barriers to learning that require pre or post tutoring to address misconceptions or plug gaps in learning.

We work with the following agencies to provide support for pupils with SEN:

- The Inclusion Outreach service
- Educational Psychologists
- Multi-Agency Behaviour Services
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists

Training, Expertise and Resources

Funding is allocated by need and budgetary constraint. Additional funding for children will be decided in a joint meeting between parents, school and the Local Authority by the Inclusion Support Panel.



All new teachers and support staff will undertake a thorough induction program on joining our school, which will include a meeting with the SENCo. The agenda for this meeting will include:

- Introduction to the school ethos and aims of SEND provision – including our commitment to working closely with pupils and their families
- Explanation of how ‘graduated approach’ works within our school
- Explanation of the ‘Individual Education Plan’ system for recording, monitoring and evaluating provision
- Training in the use of intervention programmes and record-keeping
- Discussion of the needs of individual pupils they will be working with
- Where to find pupil records and SEN resources
- Overview of key interventions we use for SEN support

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development. Some needs may arise during staff appraisal/performance management discussions, and others will be identified and planned by the SENCos. Northern Parade (Federated) Schools recognise the value in continually updating staff capability and will always seek to look for ways to extend expertise or develop new skills or knowledge.

The school’s SENCos regularly attends cluster network meetings and LA network meetings in order to keep up to date with local and national updates in SEND and to discuss and share good practice.

Our SENCO Simone Elliott has 11 years’ experience in this role and has also worked as part of Portsmouth Inclusion Outreach Service. She is allocated 3 days a week to manage SEN provision.

Our SENCO Kelly Rollings has 1 and a half years’ experience in this role. She is allocated 5 days a week to manage SEN provision.

We have a team of 35 teaching assistants, including 3 higher level teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in emotion coaching and precision teaching

We use specialist staff for braille and BSL.

Monitoring and Evaluation of SEND

At Northern Parade (Federated) Schools we are committed to rigorously monitoring all aspects of our provision in order to continually modify, develop and improve teaching and learning for all pupils. Lessons and planning are routinely monitored and observed by the Headteachers and Senior Leadership Team. The Senior Assistant head is responsible for carrying out the performance management of the Dragon's Den (Pastoral Team) and the SENCO for Learning Support Assistants from the Sensory Resource Provision. Deputy Headteacher/Year Group Leaders and the SENCOs conduct performance management for other Learning Support Assistants/Special Educational Needs Assistants, which includes setting targets at the beginning of the year and identifying any training needs. Progress towards targets are then reviewed annually. The performance and impact of LSAs/SNAs will be commented upon as appropriate during the regular monitoring of teaching and learning.

All additional support is recorded and evidence of working on Individual SEN support plans are kept in files for each pupil. There is a collective responsibility to keep this up-to-date, as detailed below:

Learning Support/Special Educational Needs Assistants

Where LSA/SNAs have been delivering an intervention they must ensure prompt, effective communication back to Class teachers regarding progress, difficulties etc. At the end of an intervention, LSA/SNAs will share personal comments regarding children's attendance, attitudes, progress and any other significant information with one of the SENCOs.

Class teachers

Class teachers must ensure that there is good communication between themselves and any LSA/SNA delivering intervention to any child in their class. It is the Class teacher's responsibility to ensure that a pupil's Individual School Support Plan is kept up to date – with particular regard to the strategies which help a child and their barriers to learning. Teachers will also be involved in inputting data into the school's tracking systems and reviewing progress towards identified outcomes. It is the Class teacher's responsibility to ensure that the updated pupil's Individual School Support Plan is shared at least termly with parents.

SENCOs

The SENCOs are responsible for managing and overseeing the whole SEND system. This will be done at least each term. In addition, the SENCO will oversee the Assistant Headteachers/Year Group Leaders who set up and enter data for interventions which are run outside of the classroom. Where this is the case, it is the SENCO's responsibility to keep Class teachers aware of baselines, targets and outcome data.

Provision, as recorded, is monitored and reviewed by the SENCO and is adjusted as necessary.

Information to inform this review of provision may include:

- Discussion with the pupil, parents, class teacher or teaching assistant delivering the intervention.
- Observation of all or part of the intervention 'in action'
- Developmental drop-ins to ensure quality first teaching
- Progress analysis at Pupil Progress Meetings
- Analysis of work completed in the session
- Assessment materials

The review of provision will actively inform future support and may result in an intervention being continued, discontinued or adapted to ensure maximum effectiveness for each individual.

Progress for all children is analysed and may be discussed in pupil progress meetings, which may be attended by the SENCO. Pupils' Individual School Support Plans form an important part and should be available at these meetings.

The views of parents and staff are gathered annually through distribution of a questionnaire. The views of pupils are sought through a range of means including circle time and discussion when they review their Individual School Support Plan. The information gathered from these exercises is then used to feed into future provision and practice.

The SENCo will report at least annually to the school's SEND Governor.

Criteria for Exiting the SEND Register

Pupil progress meetings are held half-termly for all pupils. It is a fundamental aim of support at Northern Parade to help children close gaps in attainment or overcome barriers to learning. Where intervention has succeeded to do this and a child maintains this over a period of 2 terms, a decision may be made - in consultation with parents – to remove a child from the SEND register. The child's progress and attainment would then continue to be monitored closely for the rest of their time with us to ensure that success was enduring. Staff or parents who become concerned again about a child's learning needs should speak to the SENCo and meet to re-evaluate provision.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Stubbington Study Centre and Wales.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils whose education, health and care (EHC) plans name the school will be admitted to the school before any other places are allocated if the school are able to meet needs. If the school is oversubscribed a place will still be provided for a pupil with an EHCP if the school are able to meet needs.

Support for improving emotional and social development

Social and emotional development is supported initially through Quality first teaching during PSHCE lessons. If additional support is required then a referral can be made by pupils, staff or parents to the Dragon's Den team. They provide support for pupils to improve their emotional and social development by offering interventions that focus on the following areas:

- Self-esteem
- Anger management
- Social skills
- Anxiety
- Bereavement
- Emotional awareness
- Friendships
- Collaborative problem solving
- Family break ups

For specialist interventions if set criteria are met we can refer to Child, Adolescents Mental Health Services, Relate Counselling and Stop Domestic abuse for additional support for pupils.

We have a zero tolerance approach to bullying.



Supporting Pupils and Families

At Northern Parade (Federated) Schools we have an ‘open door’ ethos, and would encourage any parent or pupil to come and talk to us if we can help in any way regarding a child’s learning needs.

- The SENCOs are Mrs Simone Elliott and Miss Kelly Rollings
- The Emotional Literacy Support Assistant is Rachel Smedley
- The Safeguarding Lead is Liz Davis
- Detailed information about SEND at Northern Parade can be found in our Inclusion section on the school website: www.npschools.uk in the Parents’ Area tab. A paper copy of this information is available and can be shared with parents when their child is first placed on the school SEND register – and is also available from the school office.
- Further information to help parents and families can be found on Portsmouth’s Local Offer page: www.portsmouthlocaloffer.org
- The Portsmouth Special Educational Needs & Disabilities Information, Advice & Support Service offers information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability. They can be contacted in confidence and promise to listen and offer impartial advice and support:

Telephone: 0300 303 2000

Email: portsmouthiass@roseroad.org.uk



Supporting Pupils with Medical Needs

Northern Parade (Federated) Schools recognise that pupils at school with medical conditions should be effectively supported so that they have full access to education, including school trips and physical education. In these circumstances we refer to the document ‘Supporting pupils at school with medical conditions’ dated December 2015 for guidance. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational needs provision – in which case the SEND Code of Practice (2014) is followed.

Arrangements for pupils with Medical Conditions are made on an individual basis. When school is first informed about a medical condition, an ‘Individual Health Care Plan’ or protocol may be drawn up with parents and medical professionals, as described in our Medicines in School policy. This plan is a ‘living document’ and will be reviewed at least annually to ensure that it remains accurate.

The qualified first aid staff and school Admin Team are generally responsible for medications unless otherwise identified for specific pupils who have a 1 to 1 Special Needs Assistant. For further information please see the Supporting Children with Medical needs policy on our school website (<https://www.npschools.co.uk/page/?title=Policies+and+Infomation&pid=243>) .

Working with other agencies

As a school, we work closely with you and any external agencies that we feel are relevant to individual children’s needs within our school. If you have any questions about how an outside agency could help your child please talk to your child’s teacher who will pass these concerns on to Mrs Elliott or Miss

Rollings (our SENCOs), who will be able to advise you on the next steps and support you in this. A brief overview of the outside agencies that we currently work with are:

The Hearing and Vision team is part of the Portsmouth Inclusion service. It comprises Specialist Teacher Advisers, Communicators, and a trained Qualified Habilitation Specialist for Visually Impaired pupils. They work with Children and Young People with Hearing Impairment, Visual Impairment or Multi-Sensory Impairment from 0 – 25 years of age, at home, in pre-school settings, schools and colleges.

They are a needs led team that work with children and young people and their families in the following ways.

- The level of support offered to each child and family is based on their child's needs, their stage of development and the knowledge and support that the family have around them.
- They provide ongoing support throughout the child's education from starting school through to college.
- They work in partnership with parents and carers to provide support and teaching for pre-school children and young people with a sensory impairment. This includes providing information about nature of the impairment and how it may affect daily life and school. They work closely with families offering advice and support through the early years of their child's development.
- Providing ongoing advice and support to teaching staff on access to the curriculum, accessibility arrangements, reasonable adjustments, target setting and record keeping.
- Where appropriate providing direct teaching to children working on specific skills (e.g. Braille, developing listening and language) and delivering programmes to support the pupil's understanding of their disability and building their self-esteem.
- They use observation, discussion and functional assessments of the pupil in the setting and write reports and records of contact which can include recommendations for support and interventions.
- They can deliver specialist training to mainstream and special school/college staff. For example, awareness training, use of equipment, on strategies to support the teaching and inclusion of Children and Young People with sensory impairment in their setting.
- They work closely with Health, Social Care and other professionals such as Portage and Educational Psychology to support families and teachers to ensure that we are all working together to support the needs of the child.

The Speech and Language Therapists work closely with teachers to identify needs and set up appropriate programmes. Speech and Language Therapists work with children who have difficulties with communication– some have a recognised medical condition or learning difficulty, but many do not. They also work with children who have difficulties with eating and drinking that impact on their safety and/or intake.

The Physiotherapy team supports children with specific developmental difficulties and/or conditions which affect their physical development. These difficulties may affect their ability to move or reach their physical potential. They help develop their physical skills through play, specific exercises and activities. They also advise on how best to position and move your child to help support their progress. They provide support to children across the whole of Hampshire, Southampton and Portsmouth.

An Educational Psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. One of the SENCOs will make a referral to an educational psychologist with you if the strategies that the school have put in place have not helped your child to make progress.

The challenges that a child may be referred for include social or emotional problems or learning difficulties. Work is with an individual pupil or groups, advising:

- teachers
- parents
- social workers
- other professionals

The Occupational Therapy team supports children with specific difficulties which affect their ability to plan and carry out the movements required for everyday tasks. These difficulties may affect their awareness of their surroundings and self-care skills, which may impact on the child performing independently. They provide support to children across the whole of Hampshire, Southampton and Portsmouth.

Multi-Agency Behaviour Support Service or MABS works with schools to support children and young people to develop their social and emotional skills and behaviour for learning in order to achieve success now and in the future.

MABS provides a range of evidence-based interventions which can involve work with the:

child or young person
 parents and carers
 school staff
 other agencies

Child and Adolescent Mental Health Services is made up of different teams

SPA, or Single Point of Access, consists of Mental Health Practitioners, or MHPs. They have backgrounds in mental health nursing, teaching and social work. They are all experienced in helping children, young people and their families who are having problems with their feelings, behaviour and friendships, either at home, outside the home or in school or college. SPA offers:

- One place that will receive all referrals for planned (0 to 18 years of age) and unplanned care (0 to 18 years of age) between the hours of 9am-5pm, Monday to Friday. This does not include referrals that will meet the criteria for our Looked after Children or Learning Disabilities Team as explained below.
- Access to an advice and consultation line for parents/carers and young people and professionals 9am - 5pm, Monday to Friday on 0300 123 6632.
- Following receipt of a referral families or young person will be contacted within 2 days. All referrals will then be looked at by our SPA clinicians, this means that we will make contact with parents/carers and/or young person and any other relevant professionals with consent. Following these discussions a plan will be agreed together. This may result in support to access a more appropriate service or an urgent appointment with CAMHS (within 72 hours) or a routine appointment with CAMHS (within 4 weeks).
- Access to an up to date menu of resources including the early help offer and evidence based training packages for practitioners working with emotional and mental health needs.
- Brief interventions for children and young people who have moderate mental health problems that cannot be managed within universal services.
- Out of hours there is a 24/7 on call service that can be contacted for psychiatric emergencies via St James Hospital front hall on 023 9289 4419.

The Extended CAMHS Team offers assessment and intervention for children and young people aged 0-18 years and their families/support networks who have moderate to severe mental health disorders. It is a multi disciplinary team, which means they come from a range of experiences and backgrounds but have all had special training in child and adolescent mental health. They include

- Nurse Specialists
- Specialist Therapists
- Child and Adolescent Psychiatrists
- Child Psychotherapists
- Clinical Child Psychologists
- Family Therapists
- Art Psychotherapists

The Looked After Children Team works with children and young people in the care of Portsmouth Social Care (this means that they will have a Portsmouth Social Worker). The work of this team is underpinned by attachment theory and the development challenges that may result when this is disrupted. They aim to work both with the child or young person and their carer to prevent placement breakdown and the distress and trauma this may cause for all involved. Referrals are accepted from social workers, family placement team, residential unit, health and education.

The Inclusion Outreach Service- The outreach support is available to all mainstream schools, delivered by a range of professionals from a partnership of services including MABS, Solent Academies Trust, Children's Therapy Service, and experienced Outreach SENCOs from mainstream schools in the city.

The revised Portsmouth Inclusion Outreach offer includes:

- Specialist advice for school staff working with individuals or groups of children and young people
- Telephone line / email for general advice and enquiries
- Professional development – central and bespoke
- Support for staff working with children on the waiting list for specialist provision
- Support for staff working with a child transitioning back to mainstream
- Peer support from experienced mainstream SENCOs (or SENCO cover)
- Action Learning Sets for senior leadership teams or other groups of staff
- Guidance and support with the Portsmouth Inclusive Education Quality Mark
- Team around the school – multi-agency support, working in partnership with a school senior leadership team to implement interventions at a systemic level

Family hubs are where the Early Help and Prevention team provide some of their support to families, as well as where their behaviour management surgeries and groups are delivered. These used to be called **children's centres** but they have expanded them to include help for children and young people up to 19 years so they are now call them family hubs. They also have groups provided by trained volunteers in the family hubs such as 'Stay and Play'. Your local Family Hub is:

Northern Parade Family Hub

Doyle Avenue, Hilsea, Portsmouth, PO2 9NE

T: 023 9266 0866

E: NorthernParadeFamilyHub@portsmouthcc.gov.uk

Dealing with Complaints

At Northern Parade (Federated) Schools, it is our goal to work in collaboration with parents and children to give each and every pupil an enjoyable and successful time at school. If at any time parents are unhappy or concerned about their child's SEND provision, they should, in the first instance speak with their child's Class teacher. If, having done this, there are still concerns, an appointment should be made to speak to one of the SENCOs, who will be happy to meet and work towards a solution.

Any residual concerns should be taken to Mr Beadell, Headteacher.

Procedures for making a formal complaint are described in detail in the school's Complaints Policy, which can be found on the school website

(<https://www.npschools.co.uk/page/?title=Policies+and+Infomation&pid=243>) or is available from the school office.

Contact Details:

School Office – 023 9266 2659

SENCOs – Miss Rollings

email: kelly.rollings@kingsacademies.uk

Mrs Elliott

Email: simone.elliott@kingsacademies.uk

Headteacher: Mr Beadell – email c/o of headnps@kingsacademies.uk

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Parent and young people can contact the First Tier Tribunal (SEND Tribunal) in the following ways:

www.justice.gov.uk/tribunals/send

01325 289350

Special Educational Needs & Disability Tribunal,

1st Floor, Darlington Magistrates Court,

Parkgate, Darlington DL1 1ZD

Support Services for Parents of pupils with SEN

In Portsmouth we are a needs led city. This means that it shouldn't matter if your child has a diagnosis, they will get support and help based purely on the needs that they have.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and enables them to fulfil their potential. This means they should:

- achieve their best.
- become confident individuals living fulfilling lives
- make a successful move into adulthood, whether into employment, further or higher education or training.

The information, advice and resources in the Portsmouth local offer will help you to support your child in their education setting. **To search for all education support and services in Portsmouth City [go to the Information Hub.](#)**

Contact details for raising concerns

Your first port of call should really be the class teacher or tutor to discuss your child's needs and how best they can be met. Additional support/advice can also be requested from the SENCOs Mrs Elliott or Miss Rollings.

The local authority offer

Our local authority's local offer is published here: www.portsmouthlocaloffer.org or for further information you can contact the local authority via email on portsmouthlocaloffer@portsmouthcc.gov.uk

Storing and managing information

Information about pupils with additional needs is stored according to the school's Privacy Notice and Confidentiality Policy.

A paper record of all interventions relating to any child receiving additional support at school is kept in year groups with initials, not full names. Other correspondence/documentation is secured in a locked filing cabinet in the main office at school. Electronic copies of documents are stored in the school's secure server and uploaded to My Concern as a file document. Any email correspondence relating to individual pupils is only exchanged through the school's secure email service.

Accessibility



Northern Parade (Federated) Schools, in line with its duty under the Disability Discrimination Act, as amended by the SEN and Disability Act 2001, has an accessibility plan which clearly outlines its commitment to improving the accessibility of the school. For more details and information, please refer to the Accessibility action plan which links closely to our Equality & Diversity plan both of which can be found on the school website in the policies section. This action plan sets out ways to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services that we provide and ways to improve the availability of accessible information to disabled pupils and stakeholders.

Current facilities include hearing loops, a sensory/therapy room, specialist sensory impairment staff. Our school is an inclusive school, where difference is acknowledged, but celebrated. Where children have a disability which might affect their access to the curriculum, we strive always to adapt the classroom and work to enable access for all. This may include use of equipment such as quiet areas, pencil grips, writing slopes, wedge cushions or use of Information Technology.

In communicating with parents, paper copies of all electronic correspondence is provided where requested – and is available to all from the school office. As part of our SEND provision, we encourage parents to come and speak to the Class teacher or SENCo if they require assistance with interpreting reports from specialists, or filling out paperwork.

Messages can be passed through Senior Leadership, who facilitate Gate duty in the mornings, these are passed on as required. Class teachers can be spoken to at the end of the child's school day, when collected at the gate. If a longer time is required, then parents are encouraged to make an appointment via Year Group emails – see below.

Infant School

reception.np@kingsacademies.uk

year1.np@kingsacademies.uk

year2.np@kingsacademies.uk

Junior School

year3.np@kingsacademies.uk

year4.np@kingsacademies.uk

year5.np@kingsacademies.uk

year1.np@kingsacademies.uk

Bullying

Northern Parade (Federated) Schools believe that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. We are

an inclusive school and work hard, through circle times, our PSHE curriculum and our behaviour policy to create a culture of respect where strengths are celebrated and differences valued.

We actively promote inclusion by:

- holding regular class circle times to build positive relationships and provide an opportunity for children's concerns to be discussed, also using Philosophy for Children (P4C)
- children having ample opportunities at playtimes and lunchtimes to mix and get to know children from other classes
- within classes, using a variety of grouping-types so that children regularly work with a range of learners
- assemblies tackle a variety of themes and values
- we have systems of peer mentoring and buddy classes
- many of our strategies for learning and progress are part of provision for ALL pupils.
- the school employs a pastoral support team (Dragon's Den) who work with pupils who are experiencing difficulties with their emotions and relationships
- holding Awareness Days e.g. Sensory, ASD

As a school, staff are vigilant for signs of bullying in all pupils – whilst mindful that pupils with SEN can be vulnerable to bullying. Where possible, it is our policy to find solutions for barriers to learning which are inclusive (see above), discreet – and enabling. We promote independence in learning at all times – and learning persistence – by teaching strategies for success and, through positive relationships, building self-esteem and a determination to succeed.

Where a child with SEN describes an incident or makes an allegation of bullying, direct action will be taken in line with the school Anti-Bullying Policy.

As a school we also participate in antibullying week more information about that can be found here <https://anti-bullyingalliance.org.uk/>

Reviewing the Information Report/Policy

This will be reviewed by the SENCo at least annually. This review will include an invitation to parents and staff to contribute their thoughts and ideas and a chance for pupils to have their say through circle time and informal discussion. It will then be passed to Governors for ratification.

Date Agreed : Jan 2022

Review: (Annually) Jan 2023

Ratified by Governors

Useful Links & Documentation

Portsmouth Local Offer – www.portsmouthlocaloffer.org

SEND Information, Advice and Support Service - www.portsmouthsendiass.info/en/Main_Page

Portsmouth Parent Voice - www.portsmouthparentvoice.org

IPSEA- <https://www.ipsea.org.uk/>

The SEND code of practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

