

Northfield Manor Primary Academy 2021-2022



SEND Policy including the SEND Local offer.

This document is designed to set out clearly how this school meets children and young people's special educational needs. If you are reading this as a young person the provision expected to be in place for parents/carers, should be in place in this school for you.

The changes in the Children and Families Bill affect the way children with special educational needs or disabilities (SEND) are supported in schools. The new approach began in September 2014 with the SEND Code of Practice: 0-25 years and places pupils and the centre of planning.

SEND Code of Practice September 2014-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Birmingham Schools Local Offer-

Local authorities must publish a Local Offer, setting out in one place information about provision that is available and provision that is expected to be across education, health and social care for children and young people in their area who have special educational needs and disabilities (SEND).

The Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision responsive to local needs and aspirations by directly involving children and young people with SEND, their parents, and the professionals who work with them in its development and review.

What will the Local Offer cover?

The Local Offer will help you to find information about what universal, targeted and specialist provision is available for children and young people with SEND in Birmingham and how to access different types of services and support.

Where to find Birmingham SEND Local Offer?

<https://www.localofferbirmingham.co.uk/>

Universal Offer at Northfield Manor Primary Academy

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carers or young person you can expect that:

- We inform you about our policies and approaches to learning, including how they work with children who have learning difficulties. We will welcome you and your child and take the time to discuss your child's needs before they start school.
- Specialist practitioners train our teachers and support staff so that they are aware how children learn including those children who have difficulties or additional needs in any of the four main areas in the SEND code of practice 2014.

- We are able to tell you about the programmes, which we are able to offer, in addition to what is available day to day in the classroom. This will include support in relation to Cognition and Learning, Communication and Interaction, Sensory or physical and Social, Emotional and Mental Health.
- Our teachers are able to accurately assess the level at which he/she is accessing the curriculum from Foundation Stage to Year Six, including children working within the Sandwell Skills ladder (The Sandwell Skills ladder helps to measure progress for children who are working pre key stage one). Academy staff using the 2018-2019 Pre Key Stage: Pupils working below the national curriculum assessment standard. <https://www.gov.uk/government/publications/pre-key-stage-1-standards>
- Our teachers are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given activities to do at a level where they will be able to access the learning independently, or with a little support.
- Our teachers will use a range of resources and strategies and teaching methods to take account of any barriers to learning, including use of ICT where required.
- Our school will keep you informed about how your child is progressing at least twice yearly and through a written annual pupil profile report detailing progress and will be happy to discuss your child's progress at any time through appointment with the class teacher/ school SENCO.
- Our school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or mathematics or if they have other difficulties which may include fine/gross motor, physiotherapy, social skills or behavioural difficulties. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful.

- School may ask you if they can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent/carer, advice and strategies which may help your child's learning and/or behaviour.
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator SENDCo may talk to you about this. (All schools have to have a SENDCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- Northfield Manor Primary Academy school staff will also be able to signpost you to support, advice and any extra curricular activities that may be available.

Additional SEN Support Offer at Northfield Manor Primary Academy- When the young person's needs are substantial.

The Department for Education provides every school with funding that is different for each school, but is to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without the need for an Education, Health and Care Plan. What you could expect to see at Northfield Manor Primary Academy is set out below:

- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place and will gain consent from the parent/carer in order to do so.

- Our school will continue to offer all the support and teaching strategies available at the Universal Offer level. Our school will be able to tell you what programmes they have to support reading, writing, mathematics, medical needs, physical needs and emotional/behavioural difficulties that they assess will support your child.
- If your child has a specific difficulty such as hearing impairment or visual impairment, a diagnosis of Attention Deficit Disorder, Autistic Spectrum Disorder, speech and language difficulties, moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- Our school may/will ask for advice from an outside agency such as speech and language therapist, pupil and school support teacher, Hearing Impairment/Visual Impairment teacher, educational psychologist, communication and Autism team to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice but will need a conversation with the school SENCO make the referral. Agencies will respond as quickly as possible to school or parental requests.
- If you wish to complain about the school's response to meeting you child's needs you must first raise your issue with the Head teacher. If you are still unhappy raise your concerns with the Academy Council Chair who you can contact via the school office. If you are still not satisfied then register a complaint with the Local Authority at Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS).

Education and Health Care Plan at Northfield Manor Primary Academy- For children whose needs are complex and require a specialist level of provision.

- Children who have high levels of difficulty relating to physical or sensory needs, cognition and learning, communication and interaction and/or social, emotional and mental health. These difficulties will be lifelong and complex and the child may need an Education and Health Care Plan to ensure they have access to the provision they need. If the LA agrees to begin the process; an Education and Health Care Plan takes 20 weeks to complete. Your child will continue to be supported by the school's SENDCo while the Education and Health Care Plan is completed.
- For some children this may be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHCP due to the complexity of their need.
- The Education and Health Care Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised and require high levels of adult support.
- Staff in the school will be trained according to the needs faced within the school in order to ensure that they have the skills to teach your child. This is co-ordinated by the SENDCo.
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and the Additional SEND support.
- Many children who need an Education and Health Care Plan will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the Education and Health Care Plan is developed.

- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the Education and Health Care Plan.
- If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

The Engagement model- Becomes statutory from September 2021.

New SEND policy relating to statutory requirements for assessing pupils who are working below the expected standard for pupils in KS1 and who are unable to access the curriculum. This replaces the previous P scale document for levels 1 to 4.

The model has 5 areas- exploration, realisation, anticipation, persistence and initiation. It identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in a pupils' performance, whilst recognising that a minority of pupils who may have a regressive condition. School must report to the Department for Education which pupils are being assessed using the engagement model.

Information Advice and Support Service

Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday.

- Lancaster Circus
PO Box 16289
Birmingham
B2 2XN

- Telephone: 0121 303 5004
- Email: sendiass@birmingham.gov.uk

Class Teacher Responsibilities

- Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work/ 1:1 feedback conversations and ensuring the feedback is accessible to the learner.
- Knowing the needs of the students and planning their lessons accordingly to meet these needs.
- Ensuring all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Teachers and support staff attend training that is relevant to the needs of groups or specific pupils in correspondence with the SENCO.

The SENDCo is responsible for:

- Coordinating all the support for students with special educational needs and/or disabilities (SEN) and developing the school's SEN Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting, that parents/cares are involved in reviewing their child's progress and is part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND provision map and making sure that there are records of children's progress and needs.
- To provide specialist support for staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.
- Ensuring school staff are aware of the needs of individual pupils
- Advising school staff of recommended strategies to support individual pupils with SEND

- Organising training for staff so they are aware and confident about how to meet the needs of your child and others in school.

The SEN Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND, through regular contact with school staff.
- Ensuring the SENDCo is accountable for providing effective SEND provision across the school.

Additional Provision we provide at Northfield Manor Primary Academy

Rainbow Group- established in September 2018 for children with complex needs up to a maximum of six spaces.

As part of the provision children will have access to personalised timetables and differentiated provision. Children and families will have access to a range of professional support, including educational psychologists, speech and language therapists and the communication and Autism team. Children will be part of a mainstream class and will engage in class activities based on individual needs during afternoons but attend a focussed small teaching group during morning sessions and will be known as Rainbow Group. Children will have access to their own individual workstation and as part of their personalised provision children will have opportunities to engage in a range of small groups activities such as life skills, social skills, communication and sensory sessions according to need.

As this type of provision is not in conjunction with the local authority, it will be for the school SENDCo to decide how to allocate this type of provision in consideration with the needs of the school as a whole and in liaison with parents/carers.



EAL Base

Due to the nature of the diverse needs and range of pupils who attend Northfield Manor Primary Academy who are newly arrived to the country, from September 2018, we set up our own EAL base classroom. The children will be learning English as an additional language in an intense programme so that they are better equip to engage in whole class learning with their

peers and then will be slowly integrated into the main classrooms. This takes place only as part of usual English reading and writing lessons in order to give them a better start to their education in the UK.

Working in Partnership – Open and Honest Communication

Parents, children and teachers have the support of:

SENDCo/Assistant Head Teacher: Mrs Anna Painter Tel. 0121 675 2489

Senior Learning Mentor/ Safeguarding officer: Mrs Mandy Sheldon Tel: 0121 675 2489

We have a number of external professionals who school can refer to for additional advice and support:

The SENCO liaises with outside agencies:

- Speech and Language Therapist (Lead): Lynne Dallaway (1 day per week)
- Speech and Language Therapist: Giselle Ford (1 day per week)
- Pupil Support Service Teacher: Elizabeth Coleman
- Educational Psychologist at Birmingham Council: Katie Kemp
- Educational Psychologist through Victoria Academies Trust- Helen Chaplin
- Head of SEND at Victoria Academies Trust- Beth Barnsley
- Communication and Autism Team: Katie Price

- Community Paediatricians at Allen's Croft Children Centre
- ADHD nursing team at Allens Croft Children's Centre.
- School Nurses: Charlotte Road Health Centre
- COBs – Behaviour support Adele Kershaw
- Occupational Therapists
- Physiotherapists
- Forward Thinking Birmingham: Child and Adolescent Mental Health Service
- Judith Stroud- Physical Disability Support Service
- Visual Impairment Team- Alison Short

We work together to ensure children's needs are met so they can access the curriculum and have regular meetings with parents/carers and the children to ensure appropriate provision is in place and is successful. Parents can, at any time, contact Mrs Painter or Mrs Sheldon to arrange an appointment to discuss the needs of their child and an appointment should be made by contacting the school office on 0121 675 2489.

There is an SEND parent appointment drop-in clinic every Thursday afternoon available for parents to seek advice or get updates regarding their child's progress. (Please check whether COVID19 restrictions impact on this prior to coming).

Pastoral Care

All teachers and teaching assistants are trained to offer emotional and social support to all pupils.<sup>[L]
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We also have Mrs Sheldon who is our Designated Safeguarding lead, who will support individuals who need particular help e.g. with bereavement; separation; behaviour and anger management; difficult home circumstances; friendship problems etc. all with the intention of ensuring children are happy and safe in school.<sup>[L]
[SEP]</sup> We address the issue of Bullying annually to

raise awareness amongst the children and it is fully embedded in our school ethos and values. Further information is found in our Behaviour and Anti-Bullying Policies.

Miss Wilde is our learning mentor who has been in post since September 2018. Her role in school is to offer pastoral support to any children across the school that have difficulties which may stem from social, emotional or mental health needs. The class teacher or SENCO may refer her in order to support a varied range of barriers to learning, which may prevent a child accessing their full potential in the classroom.

Training and Expertise

- All staff are fully trained and have additional training to support their understanding of how to meet the needs of specific individuals e.g. To support children with Autism, Diabetes, Epilepsy, ADHD, Dyspraxia, Dyslexia but is entirely dependent upon the needs they face within their day to day teaching.
- All staff are able to draw upon their own knowledge and that of experienced staff to enable children to learn. When difficulties arise we discuss with each other the best possible solution.
- We also invite outside agencies to deliver training sessions and we send staff out of school for additional training as and when the need arises.
- As part of Victoria Academies Trust, we are able to share good practice by allowing teachers and teaching assistants to visit schools across the trust. As there is a wealth of expert knowledge across the trust, we believe it is important to disseminate this and share understanding of SEND needs so that we can benefit all of our pupils.
- Staff have completed medical training for Epilepsy, Asthma, and Anaphylaxis in January 2019.

- Mr Ellis (teaching assistant) is our Lead Practitioner for Autism: He supports children and teachers in school. Parents/carers are welcome to discuss issues and concerns with him or the SENCO in relation to their child with Autism. He has been trained by the Communication and Autism Team and liaises with our Communication and Autism Team worker, Katie Price, to further develop our provision for children with Autism.

Intervention – boosters and evidenced based provision.

We recognise that 1:1 tuition and small group work can support children to learn and catch up with their peers. These may be due to a special educational need or because the child has gaps in their learning due to low attendance figures. We employ a number of highly trained Teaching Assistants and High Level teaching assistants who: ^[L]_[SEP]

- Support the teaching of children.
- Monitor progress, support the teachers with ITPs (Individual Teaching Plans), reviews of provision.
- Carry out specific intervention programmes e.g. Precision Teaching, Direct Phonics.
- Lead a variety of groups to support the development of particular skills such as social, physiotherapy, fine and gross motor support.
- Provide pastoral/mentoring support for our pupils.
- Co-ordinate EAL provision (EAL base)
- Co-ordinate SEN inclusion base classroom. (Rainbow Group)

The Intervention programmes we run in school are:

Addacus – The ABC of Numbers
Precision Teaching
Wordshark/ Clicker 7
Direct Phonics
RAPID Reading–
Acceleread/accelewrite
Cued Spelling
Toe by Toe
Fine motor skills
Gross motor skills
Social Skills group
Little Bridge
Word Wasp

Monitoring, Evaluation and Transition

- It is the responsibility of the teacher to ensure that all children make progress.
- The SENDCo monitors the progress of all children receiving SEN support and supports teachers when a child is not doing so.
- The SENDCo evaluates the provision within each year group and analyses its impact discussing and sharing good practice with all teachers and teaching assistants.
- The SENDCo keeps a folder where copies of records of a child receiving SEN support are kept and other related documents e.g. Doctors' letters, notes from discussions with parent/carers, details of targets and provision being made and the outcomes of review meetings.
- These form part of a profile of the child that can be passed on to a new school and will be sent on to their Secondary school when they reach that transition point.

- Each class teacher has a copy of these records for reference.
- The SENDCo will liaise with your child's nursery prior to them starting school and also the secondary school when they are coming to the end of year 6.

Key Contact Information

- If you have concerns about your child's progress you should contact your child's class teacher. This can be by telephone on 0121 675 2489 or through the office email at- enquiry@northfieldmanoracademy.org.uk
- If you still have concerns you can contact the schools Special Educational Needs Coordinator (SENCO), Mrs Anna Painter. This can be by telephone 0121 675 2489 or by email at enquiry@northfieldmanoracademy.org.uk
- If you are still have concerns about your child, despite liaison with your child's class teacher/ SENCO you should contact the Head Teacher Mrs Pennington. This can be by telephone 0121 675 2489 or by email at enquiry@northfieldmanoracademy.org.uk
- Our Academy Counsellors who govern the school have a designated member of the team who is accountable for SEND. This at present is Mrs Sarah Bradbury who can be contacted on 0121 675 2489 or by email at enquiry@northfieldmanoracademy.org.uk

If you have any complaint about the way the school provides for SEND please see our Complaints Procedure. It is available on the school website or from the school office and sets out simple procedures to follow to ensure your complaint is addressed.

You can find more details about the Birmingham Local Offer at:

<https://www.localofferbirmingham.co.uk/>

Further general information may be found at: www.birmingham.gov.uk/SEND