



Northburn Primary School

Special Educational Needs and Disability (SEND) Report 2022

SENCO: Miss Lucy Dawson

Email: ldawson@northburnprimary.co.uk

Telephone: 01670 739 111

The information and data included in this report relate to the academic year 2021-2022. They reflect how school has used SEND¹ funding to meet the diverse needs of learners at Northburn Primary School and should be read in conjunction with the SEND Policy and the Accessibility and Equalities Plan.

Northburn Primary School is a one and a half form entry, local authority maintained school for learners aged 3-11. There are 324 learners on roll for 2021-2022.

SEND Profile at Northburn Primary School

The provision and support for learners with additional needs and SEND exists across school with differing provision being made for but not limited to:

- Autistic Spectrum Disorder (ASD),
- Specific Learning Difficulties (SLD) such as dyslexia,
- Moderate Learning Difficulties (MLD),
- Social, Emotional and Mental Health issues (SEMH),
- Speech Language and Communication Needs (SLCN), and
- Visual Impairment (VI).

Currently, around 7% of our learners are on the SEND register and 22% with SEND are in receipt of an Education, Health and Care Plan (EHCP). On the SEND register, 52% have difficulties with communication and interaction with 25% of these having a diagnosis of autism, 30% have difficulty with cognition and learning, 9% have social, emotional and mental health difficulties, and 9% have sensory and/or physical needs. Seventy-four per cent are boys.

¹ The *Code of Practice* (2015) notes that a pupil is defined as having SEND if they have:

- a significantly greater difficulty in learning than most others of the same age; and/or
- a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the *Equality Act* (2010), a disability is a physical or mental impairment which has a long-term (at least 12 months) and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Table 1: SEND Profile*

	Total Number of SEND	Percentage of SEND	Percentage of whole school
Learners with SEND	23		7%
Learners with an EHCP	5	22%	2%
Learners who are SEND and Pupil Premium			
Learners who are SEND and EAL	0		
SEND learners who are girls	6	26%	2%
SEND learners, who are boys	17	74%	5%

* Total number of learners on roll: 324.

Table 2: Four Broad Areas of Need

	Total Number of SEND	Percentage of SEND	Percentage of whole school
Communication and Interaction	12	52%	4%
Cognition and Learning	7	30%	2%
Social, Emotional and Mental Health Difficulties	2	9%	0.6%
Sensory and/or Physical Needs	2	9%	0.6%

(The four broad areas of need according to the *Code of Practice*.)

Our approach to identifying learners who require additional support/SEND

Timely identification, which caters to specific needs, is essential to secure the best outcomes for learners with SEND. We use a range of information to identify whether a learner requires additional support:

- staff, parent(s)/carer(s) or the learner themselves (if appropriate) can raise initial concerns regarding progress or wider needs such as social, emotional and/or wellbeing;
- screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills;
- whole school tracking of attainment outcomes indicates lack of expected rate of progress; and
- observation of the learner indicates that they have additional needs.

These concerns are then noted on an *Initial Concerns* document developed with the support of the person/persons raising the concern, the class teacher, phase leader and/or the Special Education Needs Coordinator (SENCO).

Collaboration, communication and co-production are central to SEND. A period of monitoring and reviewing commences (two cycles of "Assess, Plan, Do, Review" (ADPR),² with the length of a cycle being pre-determined and agreed by staff, parents/carers and other professionals, when involved) which includes an analysis of the learner's progress (against school and national data) and personalised provision through targeted support and/or intervention is planned for and delivered in school. Following this, the *Initial Concerns* document is reviewed with relevant staff, parent(s)/carer(s) and the learner themselves (if appropriate) and it may be agreed that no further personalised provision through support/intervention is required. Alternatively, the learner may be identified as having SEND, requiring additional support for their needs, be placed on the school SEND register³ and a personalised SEND *Passport*⁴ (also known as SEND Support) is created.

If appropriate, the school may seek more specialist advice or guidance from the Northumberland Inclusive Education Services (NIES) on further interventions after consultation with parent(s)/carer(s). Examples of support available from NIES include:

- specialist teachers for autism/dyslexia;
- educational psychology;
- behaviour support;
- speech therapists and support for speech and language;
- Children and Young Person Service (CYPS) assessment service;
- hearing and visual impairment specialist teachers;
- occupational and physiotherapy services;
- Early Help Team;
- school nurse, health visitors and family support workers; and
- primary mental health service.

Further Support - Education, Health and Care Plan (EHCP)

² Further information regarding the APDR model can be found on the [SEND Policy](#) and Northumberland County Council's brochure for [parents/carers](#).

³ Some learners, on arrival at Northburn are already identified with SEND and/or with an Education, Health and Care Plan (EHCP), in which case the SENCO will liaise with the previous school, nursery or setting to ensure a smooth transition and continuity of provision.

⁴ A *Passport* is a learner-centred document recognising the SEND or additional support. It aims first, to remove barriers to learning, identifying target interventions which complement high quality teaching; second, to put in place an effective special educational provision to enable learners to make good progress (tracking progress); and third, enables staff to monitor the effectiveness of support and interventions on a learner's progress. Each *Passport* is developed through a dialogue with the learner, parent(s)/carer(s), teachers, teaching assistants and other professionals (when involved), and identifies features of additional support and/or access arrangements provided to meet the learner's needs.

If there are long-term and significant needs, an EHCP needs assessment is requested which helps to "... raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions" (*Code of Practice, 2015*). Parent(s)/carer(s), learner (if appropriate) and professionals contribute to a dialogue to establish appropriate provision.

The EHCP is reviewed yearly (or bi-annually if the learner is in the Early Years Foundation Stage) and involves parent(s)/carer(s), professionals and (if appropriate) the learner. These meetings (usually held in school) outline the individual/small group support needed. It has long- and short-term goals that outline provision for a learner's needs to secure the best possible outcomes to prepare them for adulthood.

If a learner already has an EHCP, they are likely to continue to need specialist support from outside professionals. The SENCO liaises with all professionals to ensure that a coordinated plan of support is devised in collaboration with the learner and parent(s)/carer(s).

Consulting parent(s)/carer(s) of SEND, learners with SEND

As part of inclusive practice, it is essential that all stakeholders involved work together, putting the voice of the learner and their family at the centre. When a learner is identified with SEND, the class teacher creates a SEND *Passport* which is reviewed at least three times a year. The *Passport's* implications for the learner's progress, personal development and wellbeing are shared and reviewed with parent(s)/carer(s) (and where appropriate, the learner). The learner's parent(s)/carer(s) and the learner are then involved in making decisions about what is helpful and needed to support learning, as well as encouraging the learner and their parent(s)/carer(s) to share their aspirations.

If professional support and advice are sought, the parent(s)/carer(s) must fully understand why. From observations and/or assessments from professionals a report is written, and this information is shared and discussed with parent(s)/carer(s). From the report, the school discusses how to implement advice from professionals by sharing with relevant staff teams and applying advice and recommendations to inform and support what is in place for a learner in school.

In addition to Consultations (occurring in October and February), Northburn has 'drop-in sessions' once a term where parents/carers can see their child's teacher or the SENCO.

Approach to teaching learners with SEND, how the curriculum is adapted and the learning environment

All learners have access to an eight-year (for those attending nursery) aspirational knowledge-engaged curriculum where there is a balance between knowledge and skills to ensure that every learner makes and maintains progress from their starting point.

Teachers practise excellent, targeted classroom teaching and are responsible and accountable for adapting teaching to respond to the strengths and needs of all learners (*Teachers' Standards*, 2012). Central to SEND, teachers ensure a positive enabling environment, where inclusive provision is of a consistently high standard through quality teaching. Teachers use their best endeavours, including the use of external specialists from education, health and social care services as and when appropriate, to make all reasonable adjustments to meet learners' needs within the classroom to aid their development and progress (*Code of Practice*, 2015). This includes, but is not limited to:

- planning and reviewing support for learners identified with SEND in collaboration with parent(s)/carer(s), the SENCO and, where appropriate, learners;
- setting high expectations for every learner, aiming to teach a full curriculum whatever a learner's prior progress;
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving their potential;
- being accountable for the progress and development of the learners in their class; and
- being aware of the needs, outcomes sought, and support provided to learners with SEND.

The class teacher/s and support staff are responsible for ensuring that Northburn's [SEND Policy](#) is adhered to.

Teaching support staff are trained to deliver English, maths, speech and language and social skills interventions. These interventions have been developed through an active research process and have a proven record of success. For example, some of the interventions we offer include *Read Write Inc.*, *Nuffield Early Language Intervention* and *Elkan* to support learners with English, *Numicon* to support learners with dyscalculia, and *Talkboost* to develop speech and language. We continue to use *Accelerated Reader* in Years 2-6.

We have expertise within the school to support learners with a range of needs including, but not limited, to:

- literacy and specific literacy difficulties including dyslexia;
- maths including dyscalculia;
- speech and language;

- Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD);
- hearing and visual impairment;
- attachment disorder;
- adverse childhood experiences (ACEs),
- dyspraxia; and
- Down Syndrome.

For the most part and where possible, learners with SEND are taught in the classroom alongside their peers. However, teaching support staff may, when relevant, appropriate or when advised by specialists, support individual learners and deliver one-to-one and group interventions.⁵ Interventions are overseen by teachers and may also be overseen by services and specialists not working in school. Outside specialists may offer guidance and recommendations. The impact of all interventions is monitored by the Senior Leadership Team (SLT) and the SEND Governor.

Northburn offers a wide variety of support with learners' social, emotional and mental health (SEMH). This includes:

- a [Behaviour for Learning](#) Policy which dovetails with Zones of Regulation where learners are aware of their own emotions and behaviour and are better at self-regulating and able to deploy coping skills and improve their ability to problem-solve conflicts;
- a Personal, Social and Health and Economic Education (PHSE) curriculum which aims to provide learners with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being;
- creating an anti-bullying ethos by adhering to the [Anti-Bullying Policy](#), taking part in National Anti-Bullying Week as well as inviting organisations into school, such as NSPCC;
- Community Support Officers, to talk to the children; and
- E-Safety is part of our computing curriculum and this is supported by key stage assemblies around staying safe online.

Including all learners in learning opportunities and supporting learners to engage in activities outside lessons is at the heart of the Northburn's broad and balanced curriculum. Learners are encouraged to attend breakfast club, participate in school visits, the Year 4 experience day and/or the Year 6 residential visit. We actively promote participation in sporting and

⁵ Learners are not supported by individual members of staff during lessons as we aim to promote independence, not reliance. They do not have a named teaching assistant who supports them throughout the day.

extra-curricular after-school activities and, with reasonable adjustments, enable learners with additional needs to participate fully in all aspects of school life.

Evaluating the effectiveness of our SEND provision

Class teachers, key stage teams, the SENCO and the Senior Leadership Team (SLT) promote reflection of our personalised curriculum by analysing the impact on the progress of all learners. To make accurate assessments, we use *FROG* which breaks down the national curriculum by subject and year group. These data are analysed and moderated, with particular attention to outcomes for learners with SEND, which then informs the development of the curriculum. This reflection allows staff to assess the quality of strategies used to support learners, adapt interventions or plan for further support where necessary.

Interventions are reviewed at the end of each half-term or at the end of the targeted intervention period. Liaison between staff ensures learning in class is built upon and resources are available to aid independence.

For identified learners who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2), more personalised assessments to analyse a learner's progress is required. We use *iASEND*, which also assesses learners on the *Engagement Model*. *iASEND* breaks down the national curriculum into incremental, smaller steps linked to subject areas allowing a learner's depth of learning to be considered, as well as the ability to apply learning. Each learner has a personal profile highlighting their needs and barriers to learning to allow staff to identify what is preventing him/her making the same progress as their peers. These data are analysed in the same way as *FROG*.

SLT regularly monitors and formally reviews the progress made by individual learners including those with SEND. For learners with an EHCP, progress is also formally reviewed at an Annual Review. These data are analysed by SLT and reported to school governors and our School Improvement Partner.

At the end of Key Stages 1 and 2, all learners are required to be formally assessed using Standard Assessment Tests (SATs). If appropriate, we can apply for additional time, a reader, or a scribe. For the Year 6 SATs, the decision is not made by the school and we make an application for such provision to the *Department of Education*.

Supporting learners between phases (transition)

We recognise transition can be difficult for a learner with SEND and we take steps to ensure that transition between stages of learning and into adulthood is as smooth as possible by:

- ensuring everybody works together to support the transition: learner, parent(s)/carer(s), school staff, outside professionals;
- sharing all information, such as *Passport* and any reports from outside professionals, necessary to support the learner; and
- sharing detailed information about a learner with all relevant staff at transition points.

If moving from/to another setting:

- We contact the other SENCO to ensure that s/he knows about any special arrangements or support that needs to be in place.
- Individual transition arrangements can be made for learners who need a personalised approach.

If moving classes/phases in school:

- All learners have an opportunity to spend a session with their new class teacher for September at the end of the summer term.
- Special transition arrangements are made for those learners where staff/parent(s)/carer(s) believe transition may be difficult.

If moving to secondary school:

- The SENCO meets with the SENCO, Head of Year 7 and Intervention Coordinator from the secondary school (usually Cramlington Learning Village, CLV) to discuss learners' needs and support required.
- We discuss transition at a review meeting with the SENCO of their new school.
- The learners undertake focused learning about aspects of transition to support understanding of the changes ahead.
- The learner has the opportunity to make additional visits to their new school, if appropriate.
- Individual transition arrangements can be made for learners who need a personalised approach.

Staff training and development

Northburn ensures that staff are trained and supported to reflect on the effective teaching of learners with SEND to ensure a culture of inclusion (with the best practice for learners with

SEND) and to embed understanding and use of the graduated approach. This includes whole school and individual training through Continued Professional Development (CPD) around SEND delivered through teacher training days and twilight sessions. We aim to identify areas that we can improve so we are able to meet the needs of all learners.

Recent staff training includes, but is not limited to:

- safeguarding;
- attachment regulation competency – training in trauma and looked after children;
- therapeutic approaches;
- workstations;
- Safety Intervention Training (SIT, formerly MAPA);
- iASEND;
- diabetes awareness; and
- implementation of *Passports*.

All staff and Governors are aware of Prevent Duty (prevent radicalisation and promote British values) and have received training.

Outcomes for learners with SEND

In 2018, SEND learners across all key stages made and maintained progress from their starting point. As noted in the Local Authority Annual Review of Northburn (Autumn, 2018), SEND learners make good progress across Key Stages 1 and 2, particularly in writing. The Local Authority monitors provision for those in receipt of high-needs funding and in March 2019, concluded that needs are fully met and that provision is of a high standard.

In 2019, the Local Authority Annual Review (Autumn, 2019) noted that the curriculum was well-designed and flexible and met the needs of all learners. Further, progress continues to be rated as good in writing and maths; progress was weaker in reading but was improving compared to SEND nationally.

The Local Authority Annual Review (Spring, 2021) occurred during nationwide school closure due to the coronavirus pandemic. However, it noted that all SEND learners received their entitlement during the pandemic and there were regular reviews of SEND learners by the SENCO. This demonstrated the school's commitment to ensure that learners continue to have the support needed. Further, remote learning was differentiated and personalised support was provided for learners with SEND. (All learners with an EHCP were in school but due to

self-isolating some had periods where they needed to access remote learning, physio, and speech programmes out of school.)

Due to COVID-19, there were no statutory SATs for the years (2019-2020 and 2020-2021) as the Government did not publish performance data. School performance data for Key Stage 2 are based on internal data used to set and assess targets. These were submitted to Northumberland County Council and are shown in Tables 3 and 4.

Table 3: End of Key Stage 2 Data for 2019-2020*

	Working at age-related expectations or above (EXS + GDS) [†]	Working beyond age-related expectations (GDS)
Reading (R)	91%	36%
Writing (W)	91%	19%
Maths (M)	93%	29%
RWM Combined	86%	12%

*Within this cohort, there are three learners with SEND.

[†] EXS = working at age-related expectations; GDS = working at greater depth (beyond age-related expectations).

Table 4: End of Key Stage 2 Data for 2020-2021*

	Working at age-related expectations or above (EXS + GDS)	Working beyond age-related expectations (GDS)
Reading (R)	89%	30%
Writing (W)	27%	9%
Maths (M)	94%	30%
RWM Combined	83%	4%

*Within this cohort, there are three learners with SEND.

The Local Authority Annual Review (Spring, 2022) noted that learners with additional support continued to make good progress against their targets. The data shows learners make consistently good or better progress than similar learners nationally.

Developing and enhancing SEND Provision

2019-2020

- Continue with participation in the evaluation of the *Accelerated Reader* programme with National Foundation for Educational research, extending to include Years 2, 3, 4, 5 and 6 learners.
- Adapt *Passports* to show the graduated approach with review of each cycle (three times a year, analysing the impact of additional support and access arrangements).
- Staff received training with regards to Management of Actual or Potential Aggression (MAPA) and Zones of Regulation.
- Behaviour Policy has been reviewed to incorporate Zones of Regulations and how these are applicable to each phase.
- Staff reviewed the eight-year curriculum (Cycle B) to ensure knowledge and skills learned are built upon and developed.

2020-2021

- Work alongside NIES, Emotional Wellbeing and Behaviour Support Service, to adapt and tailor *Passports* to learners to include more information relating to attainment and progress throughout school, and now include long term outcomes for those learners on the SEND register.
- Staff have received refresher training on Management of Actual or Potential Aggression (MAPA).
- Behaviour Policy has been reviewed to incorporate Zones of Regulation and how these are applicable to each phase. Information on Zones is now included in Blue Books (Early Years Foundation Stage, Key Stage 1 and Lower Key Stage 2) and Planner (Upper Key Stage 2).
- Staff continued to review the eight-year curriculum (Cycle A) to ensure knowledge and skills learned are built upon and developed. This includes the Early Years, where changes have been made to the statutory framework.

2021-2022

- The SENCO is completing a course linked to Whole Education SEND focussing on additional ways to train staff to support those pupils with SEND; and
- Greater focus on mental health dovetailing with SEND and school life.
- Work alongside NIES, Emotional Wellbeing and Behaviour Support Service, to adapt and tailor *Passports* to learners to include more information relating to attainment and progress throughout school, and now include long term outcomes for those learners on the SEND register.
- Staff have received refresher training on Safety Intervention Training (SIT).

- Behaviour Policy has been reviewed to incorporate Zones of Regulation and how these are applicable to each phase. Information on Zones is now included in Blue Books (Early Years Foundation Stage, Key Stage 1 and Lower Key Stage 2) and Planner (Upper Key Stage 2).
- Staff have continued to review the eight-year curriculum (Cycle B) to ensure knowledge and skills learned are built upon and developed. This includes the Early Years where changes have been made to the statutory framework.
- The SENCO completed a course linked to *Whole Education* SEND focussing on additional ways to train staff to support those learners with SEND.
- Greater focus on mental health dovetailing with SEND and school life. The SENCO is completing *Department for Education* Senior Mental Health Lead training.
- Staff have all been provided with *Read, Write, Inc* training.

Our plans for developing and enhancing SEND provision next year (2022-2023) include:

- Training of identified children and school staff in the Diana Award Anti-Bullying Ambassador Programme.
- Further build on capacity to support mental health.
- Promote wellbeing resources, including padlets and wellbeing audits.
- Build on the good practice in the Early Years and their implementation of the Zones toolkit across school.
- Ensure the curriculum provides opportunities of disability, increasing access to the curriculum and educational experiences through improved curriculum provision.
- Link with Education Endowment Foundation programmes such as, Nuffield Early Language Intervention, NELI.
- Review practice in line with NIES expectations of Ordinarily Available Provision, providing further CPD for staff.
- Expose learners to protected characteristics, challenging stereotypes.
- The SENCO to build on *Whole Education* SEND course, focussing on additional ways to train staff to support those learners with SEND, coaching other SENCOs.

Accessibility

The school is on one-level throughout with ramps to access each phase entrance point, and the front of the school does not have steps. There is a disabled toilet and the building has widened doorways. Our statutory *Accessibility Plan* describes the actions taken to increase access to the environment, the curriculum, equipment and resources, and describes how we have regard for, and implement, accessibility for learners in three areas:

- increasing the extent to which disabled learners can participate in the school curriculum (including extra-curricular activities, with support provided by the school if needed);
- improving the environment in which disabled learners can take advantage of education and associated services provided; and
- improving the accessibility of information to disabled learners, parent(s)/carer(s) - working together to benefit learners.

You can find our *Accessibility Plan* [here](#).

Websites to support learners' mental health and wellbeing

- NIES Wellbeing Resources Padlet:
[Wellbeing resources and information \(padlet.com\)](https://www.padlet.com/Wellbeing-resources-and-information)
- Barnardos See, Hear, Respond Partnership:
<https://www.barnardos.org.uk/barnardos-covid-19-support-hub>
- Be you – Providing support to young people, parents/carers and professionals:
<https://www.beyounorthumberland.nhs.uk/>
- Government Guidance for supporting children and young people's mental health and wellbeing: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

If any parent(s)/carer(s) feels that their child is continuing to struggle with changes following the Coronavirus pandemic, please email or telephone school to speak to the class teacher. Staff always endeavour to make any reasonable adjustments.

What do I do if a parent/carers is unhappy about the provision that their child receives and/or wishes to complain?

At Northburn Primary, we recognise the importance of communication with parent(s)/carer(s) and we ensure that the relationship with all parties is supportive. Staff discuss any problems with parents.

If parent(s)/carer(s) have any concerns and wish to discuss their child's educational needs, provision, or are unhappy about their schooling, they are invited to contact the School Office to arrange a meeting with the class teacher, the Key Stage Leader, SENCO or Head Teacher. We want to work with parents for the best interests of learners.

If after discussion parent(s)/carer(s) still feel unhappy, they can contact the school for a copy of Northburn's complaints policy.

Policies

Policies for identifying learners with SEND and assessing their needs includes, but is not exhaustive:

- Special Educational Needs and Disability (SEND)
- Safeguarding and Child Protection
- Behaviour and Anti-Bullying and E-Safety
- Equalities and Accessibility
- Social, Moral, Spiritual and Cultural (SMSC)
- Sex and Relationships Education (SRE)
- Learner Premium
- Looked after children (LAC)
- Support Learners with Medical Conditions
- Keeping Children Safe in Education (KCSIE)
- Intimate Care,
- Physical Intervention,
- Attendance
- Pupils with additional health needs

This document has been written by the SENCO and has been reviewed and agreed by SLT and Governors.

June 2022