



**St George's C of E Infant and Nursery School
St Margaret's C of E Junior School
Northam Schools' Federation**

**Special Educational Needs & Disabilities
(SEND)
Information Report**

2022-2023



Northam Schools' Federation

SEND Information Report 2022-23

St Margaret's Headteacher: Mr Sam Malyn

St George's Headteacher: Mr Phil Lewis

SENDCO: Miss. Harley Bowskill

Introduction to SEND at the Northam Schools' Federation

St Margaret's and St George's (the two schools making up the Northam Schools' Federation) have a clear approach to ensure that all pupils are confident to make good progress in all areas of school life. Teaching and supporting pupils with SEND is a whole-school responsibility requiring a collaborative response across the Northam School's Federation. Meeting the needs of pupils with SEND requires a working partnership between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

The LA Local Offer

All Devon Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are fully supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible

The *Children and Families Bill* in 2014 stated that, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For more information about the Devon Local Offer follow this link:
<https://www.devon.gov.uk/education-and-families/send-local-offer/>

SEND Policy

Our SEND policy can be found on the SEND page of our School Website:
[Special Educational Needs & Disability — Northam Federation](#)

SEND Information Report

This report focusses on answering commonly asked questions to show parents and carers exactly how the SEND Policy is implemented and what provision the Northam Schools' Federation is able to offer to support all children.



Parent/Carer Questions

School Policy and Procedure

1. What kinds of SEND do pupils in the schools have?

St George's Infant School and St Margaret's Junior School make up the Northam Schools' Federation, which is a mainstream setting. The Northam Schools' Federation is passionate about being inclusive to all children and work hard to meet their needs so they are able to access the curriculum, make progress with their learning and have a positive school experience.

'To Learn every day, help each other and be happy.'

As laid out in the SEN Code of Practice in 2014, the four broad 'areas of need' are identified as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

Within our schools we support children who show a range of additional needs covering all these four areas.

2. How do you know if a pupil needs extra help?

Within the Northam Schools' Federation, a range of stakeholders monitor children's progress regularly. This can be on a day to day basis within lessons, through marking and on-going discussions with pupils or through a more formal assessment at the end of each term. When limited progress is identified, the Year Group teams will use the Graduated Response Tool to enhance their universal provision and consider incorporating targeted provision to support progress. Once this enhanced provision has been in place for a period of time, the child should have started to make progress. However, some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, Year Group teams will refer to the SENDCO and in consultation with parents, the class teacher and SENDCO will further assess the pupil to plan what additional support/provision can be put in place. After this, external referrals may be necessary to seek assessment or advice from specialist professionals. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and a school based My Plan will be completed and reviewed each term. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. This will be shared with the parents by the class teacher and/ or SENDCO and the pupil will then be placed on the school's special educational needs register.

Day to Day Support

3. How do teachers help pupils with SEND? How will the school support my child?

The Northam Schools' Federation has high standards of Quality First Teaching to support the needs of children with SEND within their universal provision. For children who need additional support, there are skilled staff members that deliver additional intervention sessions to help support progress. Support required by children is bespoke to each child's needs. The details of the support in place for your child will be outlined in your child's Pen Portrait or My Plan. This is updated three times a year and shared with parents at each review. A Pen Portrait is a document for SEND children, with a clear barrier to learning, can make good progress, when a particular provision is in place.

4. How will the curriculum be matched to my child's needs?

All children in school are working towards the Early Years and Foundation Stage Curriculum and then the National Curriculum. The class teachers work closely with the SENDCO to enhance the provision to support the progress of the children through these curriculums. The curriculum /learning environment may be adapted by:

- Groupings and planning that target specific levels of progress
- Differentiated resources and teaching styles
- Appropriate choices of texts and topics to suit the learner
- Access arrangements for statutory tests
- Additional adult support
- Advice provided by assessments and strategies described in statements of special educational needs / EHCP

Both St George's and St Margaret's have a SEND Support base (The Burrows and The Dunes) which provide SEMH interventions.

5. Is there any additional support available to help children with SEND?

The federation budget, received from Devon Local Authority includes money for supporting children with SEND. The Head Teacher, the Deputy Head Teacher, the SENDCO and the class teachers discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing more support and the children who have been identified as not making as much progress as would be expected. There are a number of external agencies and professionals that the school can refer to if needed. These are outlined in more detail in the answer to question 13.

6. How will I know my child is making progress? How do you check on this?

Children with SEND will have a My Plan document in place. This document breaks down a child's learning into smaller targets. These targets are reviewed at least 3 times per year, in line with the SEND Policy. The My Plan is sent home at each review cycle so that parents can see the provision that is in place and the progress that children are making towards their targets. At this stage, parents are also invited in to discuss progress with the class teacher. Within school, the provision is regularly evaluated using the My Plans so that it can be changed and enhanced to support further progress. Further monitoring arrangements include:

- Using the Graduated approach 'Assess, Plan, Do, Review' (see copy of SEND Policy on the website for more information on this approach)
- Data tracking for pupil progress
- My Plans and EHCP reviews
- Parents meetings

The school ensures that the impact of any support is measured to see if it is working or not and consequently adaptations to provision may be made in light of these findings.

7. How will my child be included in activities outside the classroom, including school trips?

As an inclusive school, all clubs, trips and activities are available to all pupils within The Northam Schools' Federation regardless of whether they have a special educational need or not. When needed, additional risk assessments are put in place and adaptations are made to ensure all children's needs are being met.

8. How will you support my child's overall well-being?

The Northam Schools' Federation is passionate about supporting the whole child and making sure that alongside their academic progress, their social, emotional and mental health (SEMH) needs are also being managed and supported. All children receive a comprehensive personal, social and emotional curriculum plus health and well-being activities delivered through the Jigsaw scheme of learning. We have additional pastoral support available to children and access to trained adults if additional SEMH support is needed. If your child needs extra support at home, with your permission the pastoral liaison will access further support through the Early Help process and set up a Team Around the Child meeting. This may involve inviting agencies such as The Children Centre or CAMHS to support your child.

Involving Families

9. When will we be able to discuss my child's progress?

All families are invited to two learning conversations with their child's teacher and a written report detailing progress and attainment. In addition, you are invited for a meeting at each My Plan review cycle. We have an open-door policy, so you are welcome, at any time of the year, to arrange an additional conversation with your child's class teacher. You are also welcome to call the school and arrange for a phone call or a meeting with the SENDCo if you wish to discuss your child's learning further.

10. How will my child be able to share their views?

There is a Pupil Voice section within the My Plans that allow for children to share their views about their learning experiences, what provision works well for them and what they would like to work on in the future.

11. How will you support my child when he/she joins your school or moves class or transfers to a new school?

SEND learners will have enhanced transition packages when they are moving settings both within and outside of The Northam Schools' Federation. Depending on the child's individual needs, enhanced transitions can include:

- Visits to the new setting with parents
- Visits to the new setting with key adults from school
- Adults from the new setting visiting to spend time with the child in their current setting
- Transition books that include photos of the new setting/classroom and the staff that will be there
- Meetings between the current setting and the new setting, including parents
- Transitional objects to move with the child

Staff Skills and Wider Support

12. What skills do the staff have to meet my child's needs?

We have staff within The Northam Schools' Federation trained in the following areas:

- Self-Esteem Support
- Funfit – Gross Motor Skills
- High 5 – Fine Motor Skills
- Write Dance – Gross Motor Skills for Handwriting
- Sounds-Write – Phonics
- Numbers Count – Maths Support
- Reading Recovery – Assessment Programme for Reading Support
- Counting to Calculate – Identifying gaps in Maths Learning
- Bereavement
- Nurture Support – previously Thrive support
- Sensory Processing
- Autism
- Attachment Mentoring
- Mental Health support
- Speech and Language
- Behaviour Support
- PDA – Pathological Demand Avoidance
- ADHD – Attention Deficit Hyperactivity Disorder
- Dyspraxia
- DCD – Developmental Co-ordination Disorder
- Dyscalculia
- Working Memory
- Colourful Semantics – Developing grammar through colour coding
- Hearing Aids and Radio Aids
- Dragon – Software to turn speech into text
- Toe-by-toe – Supporting children with Dyslexia
- Tourette's Syndrome
- Hyper Mobility
- Cerebral palsy
- Epilepsy
- Makaton
- Downs Syndrome
- Diabetes
- Self-Harm
- Social Stories
- Nessy – Supporting phonics
- Widget – Using pictures to support text

13. What specialist services are accessed by the school?

As a school, we are able to refer children to a number of different services to access additional support. These services include:

- Educational Psychology
- Speech and Language Support
- Communication and Interaction Team
- Social, Emotional and Mental Health Support
- CAMHS – Child and Adolescent Mental Health Services
- Dyslexia Services
- Occupational Therapy
- North Devon Inclusion Team
- 0-25 Team – SEND support
- Early Help
- DIAS – Devon Information, Advice and Support (Focussing on SEND)
- MASH – Multi-Agency Safeguarding Hub
- Social Care
- School Nursing Team
- North Devon Single Point of Access (SPA)
- JACAT – Journey after Child Abuse Team

14. What happens if my child needs specialist equipment?

Equipment can be provided from within school for children who have needs identified and managed by the staff that work with them. For more specialist equipment that is suggested by external professional reports, the school and the external professionals work together to ensure that it is provided and used effectively to support the child.

15. How accessible is the school and how does it arrange the facilities children need?

Both schools within the Federation are accessible to all children. If there are specific access arrangements that need to be discussed, prospective parents of children with complex needs are invited in to look around the school to talk about what the needs are and how they can be managed within the schools. From this, the school teams and the parents can work together to ensure that all children have full access to our provision.

16. How will my child manage tests and exams?

When the time comes for SATS and other tests/exams, all children that are on the SEND register are discussed in detail and arrangements are made for them to have additional support if they need it. This support could include:

- Extra time
- A reader
- A scribe
- Rest breaks
- A separate test area
- Prompts
- Work away from the group with a trusted adult

These arrangements are then discussed with the children and the parents to ensure that everyone is happy and that the children are supported to be able to access the tests and achieve their full potential.

17. What should I do if I think my child may have a special educational need or disability?

Initially, parents/carers who feel their child may have a special educational need or disability should speak with their child's class teacher or contact our school SENDCO: Harley Bowskill. You can do this either by phone: 01237 477262, or by email: sendco@northamfederation.devon.sch.uk

18. What do I do if I'm not happy or if I want to complain?

In the first instance, if parents are not happy with how their child's needs are being met, they should speak to the class teacher. Following this, parents are encouraged to arrange a meeting with the SENDCO or another member of the Senior Leadership Team (SLT) to talk through their concerns and find a resolution. Outside of this, parents can seek impartial advice from DIAS. (See the answer to question 19 for more information.)

If we are not able to work together to find a solution, then a copy of the School's Complaint Policy can be sought from the office which will outline the various steps to make if a parent wishes to make a formal complaint.

There are some circumstances, usually for children who have an Education, Health and Care Plan (EHCP) where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

19. Where can I get information, advice and support?

For initial advice and support, parents and carers can speak to the SENDCO and/or other school staff who can give advice about what can be put in place to support the needs of their children. Outside of this, free and impartial advice for the parents/carers of children with SEND can be found through the Devon Information and Advice Service (DIAS) Information from their website is as follows:

"Here at DiAS we have a dedicated team offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). We support children and young people with SEND, and their parents and carers. Our service is impartial and confidential."
Their contact information is

- TEL: 01392 383080
- EMAIL: devonias@devon.gov.uk
- WEBSITE: devonias.org.uk