



School SEN Information Report

Northwick Park Primary and Nursery

Incorporating Busy Bears

Identifying the particular educational needs of a child or young person;

- Thorough and individualised assessment of children, including: observation, termly class-based assessment, diagnostic assessment
- Two year old progress checks
- Constant monitoring and review of progress during interventions, through differentiated class-based activities and Quality First Teaching
- Involvement of outside agencies

Consulting/working in partnership with parents;

- Termly Parents Evenings with the class teacher
- SEN meetings and reviews
- “Open-door” policy with the class teacher/SENCo
- Relevant information about how parents can support their child at home
- Annual reports to parents
- Curriculum meetings
- Daily feedback for all children in EYFS as required from their key person
- Home/school communication opportunities

Securing the services, provision and equipment required to ensure the well being of the children;

- Regularly review provision maps to ensure appropriate interventions are offered
- Access to external agencies e.g. Educational Psychologist, Specialist Teacher Team, Area SENCo
- Intervention groups, facilitated by specialist trained LSA's and teachers, whose training is regularly updated
- Advice sought for environmental adaptations e.g. displays, sensory stimulation
- Requirements of the Disability and Discrimination Act (DDA) are met e.g. Visually impaired provision
- Daily risk assessments are carried out
- Care plans are in place to support the administration of medicines and personal care requirements
- Transition meetings between year groups, involving parents, current teachers and new teachers
- Additional visits to prepare for change as necessary
- Transition books made as required
- Through discussions with the children and parents, we identify short/medium/long term desired outcomes and consider their long term aspirations
- We incorporate the teaching of basic key skills necessary for a successful career and future adult life

Supporting children in moving between phases of education;

How facilities that are available can be accessed;

- We meet the requirements of The Equality Act (2010)
- Resources and teaching are differentiated according to the child's individual needs
- We access support from outside agencies e.g. Speech Therapist Specialist Teacher Team
- The SENCo works alongside parents and other staff to ensure that needs are met

The school's approach to teaching/learning and development;

- Children with SEN are inclusively educated within an age appropriate classroom with their peers most of the time
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives
- The classroom environment supports pupils independence and learning
- If additional support is necessary, children take part in planned, evidence based interventions which are provided at a time to suit need
- Support is personalised and targeted
- All adults working with a child with SEN communicate regularly to ensure there is a consistent approach to teaching and learning
- Class work is differentiated in small groups and individually when required, based on Quality First Teaching provision
- LSAs work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN
- Links are forged between classroom and intervention to ensure continuity, through verbal communication and sticker observations
- Provision, targets and outcomes are discussed termly and recorded on an Individual Provision Map, which is subsequently reviewed at the end of term

How the school adapts the curriculum/provision and additional learning support available:-

The additional learning support available:-

- LSA's work alongside the class teacher to support children with SEN
- Differentiated Maths and English
- 1:1 Read Write Inc. tutoring, Maths intervention, 1:1 reading support, gym trail, social skills groups, after school clubs.
- Differentiated resources to support independence and learning
- Support from outside agencies when necessary

- Access to evidence based interventions in small groups or 1:1

How progress will be assessed and reviewed:-

- All interventions are regularly monitored and assessed
- NC assessment levels are tracked each term
- We hold termly Pupil Progress Meetings, involving the Class Teacher, Headteacher and SENCo.
- Termly Individual Provision Map meetings are held with staff and parents which run alongside Parent Consultation Evenings. We work closely with parents to obtain their views and help shape provision for children
- SEN intervention staff review progress with children and seek their views
- The SENCo and/or other members of the SLT hold termly Learning Walks/Observations to review effectiveness of provision
- Parents and Pupils views are sought verbally and through surveys
- We hold TAC meetings as required
- Progress is reviewed termly with pupils, parents and relevant staff e.g. Parent Consultation Meetings/Pupil Progress Meetings

How the effectiveness of special educational provision will be assessed and evaluated:-

What activities are available in addition to the curriculum:-

- We offer targeted extra-curricular activities, such as Gym Trail and Social Skills groups
- Suitable arrangements are made for children to access other extra-curricular activities e.g. Swimming lessons
- A variety of after school clubs are available to pupils e.g. cooking, gymnastics, lego, cheerleading etc

What support is available:-

- Small differentiated sets
- Support on a 1:1 basis
- LSA's – specialising on working on specific learning/social development interventions
- Adapted resources e.g. practical resources, working walls, visual timetables
- Support from outside agencies
- Peer group support
- Support for parents from the SENCo/school counsellor
- Personalised support, based on an Individual Provision Map
- ICT resources – ipad

How expertise in supporting children is secured for staff:-

- Regular training which is disseminated amongst staff
- Support from Outside Agencies to deliver staff training e.g. Specialist Teacher Team
- Regular LSA meetings and LSA cluster training meetings
- Liaison with Headteacher, SENCo, SLT, Specialist LSAs
- Specific training to meet the needs of individual pupils as required.

How the emotional and social development will be supported and improved:-

- Intervention groups
- Specialist LSA support to develop pupils social and emotional skills
- Whole school/class/ group and 1:1 support
- SENCo facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented

- SENCo supports parents and/or children as needed
- Pupils are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration