

NORTHWAY SCHOOL SEN POLICY 2017

MISSION STATEMENT

“We are a positive and inclusive learning community in which all are valued. We work together in a safe and stimulating environment to enable everyone to reach their full potential.”

We incorporate the strands of Every Child Matters into everything we do:

- Be safe,
- Be healthy,
- Enjoy and achieve
- Achieve economic well being
- Make a positive contribution

AIMS

- To provide equal opportunity for all pupils with special needs to reach their full potential and to be competent and confident
- To take account of all relevant legislation
- To provide a range of teaching and learning styles, which are accessible and appropriate to the pupil's individual needs and abilities
- To meet the provision set out for each child and to identify their changing needs
- To promote health and well being
- To provide a broad and balanced curriculum which meets statutory requirements and the needs of all the pupils, supported by high standards of teaching and resources and in the context of an inclusive approach.
- To work closely with parents in this process.
- To work with other agencies to meet individual needs.

Meeting the needs of students with SEN at Northway

All students at Northway have special needs and therefore this policy is an overview of what we do as a school to support and challenge our students. It should not be seen in isolation from all the related policies. The head teacher is the senior SENCO and each class teacher is a key worker for their group of children and consequently also fulfils a SENCO role under the guidance of the head teacher. The head co-ordinates the provision for all children ensuring all interventions and necessary paperwork is completed and all staff are following relevant policies. The head is assisted in this by the Safeguarding officer Helen Rossi and Parent Support Officer Jill Smith.

Northway school is part of Barnet's special school provision and caters for primary aged pupils with moderate learning difficulties and complex needs and/ or autistic spectrum conditions. This includes medical conditions. The children have a diverse range of needs. A significant number of students have complex learning difficulties arising from physical and or sensory impairment resulting in global delay.

We aim to maximise our pupils potential by understanding how their disability may impact on their learning and ensuring staff are trained accordingly in appropriate teaching strategies.

We employ our own therapists in addition to NHS staff where necessary. We have a senior Physical practitioner, a PECs teacher, a Makaton teacher and a sensory play teacher. Advisory teachers for the deaf and visually impaired come into school to advise pupils, staff and parents. Key teachers attend the Local Authority leading edge groups for Downes and Autism and advise staff on any new strategies. The Head attends the Barnet Safeguarding Board for the Local Authority

EDUCATION

We cater for 110 pupils aged 4 -11 in 10 classes, of 10 pupils including an early years setting.

We offer :

- Full time specialised education in early years and key stage one and 2.
- Individual targets and behaviour management strategies. Some students have a behaviour plan drawn up and agreed by parents
- Some children receive counselling
- We receive support from CAMHS, and SCAN
- Staff with extensive special needs experience and expertise
- A high staff ratio
- Small class sizes of no more than 10 children with a teacher and 2 to 3 Teaching assistants.
- Exciting stimulating and effective programmes to develop communication, early learning and independence
- A range of strategies to assist learning and development including: the TEACCH approach, (treatment and education of autistic children) SCERTS, Sherbourne movement, Brain gym and Rebound therapy; play therapy, art therapy and drama.
- Augmentative and assisted communication including Makaton signing, PECs symbols, and assisted technology
- Individual and group therapy for speech, OT, dance, drama, sensory play, sensory circuits and physiotherapy as appropriate
- Access to swimming pool, sensory and soft play rooms, drama studio, music room, kitchens, play areas, multi use games areas, sports field and trim trail.
- School clubs for choir, bocia, swimming, trampolining, cycling, craft, yoga, art, cookery, and other activities as appropriate.
- Comprehensive PE equipment for inclusive games eg table cricket, boccia, poly bat and sitting volley ball. Visiting sports professionals for cricket and other activities
- 2 minibuses for field and educational trips
- Clinics to cater for all medical needs: podiatry, etc

To achieve these aims we:

- Provide regular information to parents and LA on pupils through PLP, Personal Learning Plans, Annual Review meetings, EHCP meetings and our web site. We send a home school diary to parents daily and a newsletter weekly.
- Provide professional development opportunities to expand staff knowledge and skills
- Act promptly on decisions

- Have a rigorous process for assessment and review
- Involve parents in decision making.

Annual reviews procedures

Our annual reviews are held in the summer term

All key professionals involved contribute to the review and the LA is invited

An educational psychologist attends at transition reviews for year 5.

The annual review report contains a review of all areas. P levels are assessed on B squared; also included: Speech and Language and PECS reports, Physiotherapy and OT, medical reports and any other relevant information, a reviewed EHHCP, report for parents and report from the student.

Resources

Northway has links with many groups supporting parents of children with disability: including links with Fair play, Resources for Autism, PP for Dan, Mencap etc

Curriculum links are made for sporting activities ,e.g. Barnet Partnership for schools sports; opportunities for Panathlon, inter schools competitions, Boccia, football, curling, sports coaches for cricket and multi skills, tag rugby, drama, music, musical concerts in a wide range of musical styles, literacy research with local schools, inclusion with local schools and creativity activities.

Updated January 2018.