



NORTHWAY SCHOOL SEN INFORMATION REPORT 2018

Northway School is a specialist setting catering for 110 pupils with special educational needs in the moderate range.

Our Mission Statement

We are a positive and inclusive learning community in which all are valued and respected; we are passionate about developing selfconfidence for all members of the school community. We work together in a safe and stimulating environment to enable everyone to experience and celebrate success, develop independence and prepare for the future.

Special Educational Needs catered for at Northway

Pupils on the autistic spectrum in the moderate range, pupils with complex needs, related to vision and hearing and physical or medical needs, pupils with language delay and pupils with global delay.

Pupils are grouped into an Early years setting, Key stage one and Key stage two, in groups of 10 children with one teacher and 2 to 3 teaching assistants.

Policies on Identification and Assessment

All children attending Northway will have an Educational and Health care plan, (EHCP) or in a few cases, a statement of special educational needs.

All pupils have a Personal Learning Plan which links to the areas covered in the EHCP. The PLP is reviewed termly and the EHCP annually. We assess all children on B squared assessment which is reported on annually. Every child has an individual assessment profile, which can be tracked year on year. In addition, targets are set for pupils to reach at the end of key stages.

Progress of our children is assessed against **National Standards**. The pupils

make excellent progress against these standards. Where improvement is needed then, the assessment acts as indicators of where to go next. Refer also to our SEN policy

Provision for pupils at Northway

- Full time specialised education in early years and key stage one and 2. Staff with extensive special needs experience and expertise.
- Small class sizes of no more than 10 children with a teacher and 2 to 3 Teaching assistants.
- A high staff ratio.
- Individual educational targets and behaviour management strategies.
- Some students have a behaviour plan drawn up and agreed by parents.
- Frequent teachers planning meetings
- Ongoing assessment.
- Moderation of outcomes and Work sampling.
- Termly meeting with parents.
- Individual Target setting.
- Individual pupil profiles.
- Personal learning plans.
- Differentiated teaching.
- Additional support where identified.
- Some children receive counselling.
- We receive support from CAMHS, and SCAN.
- 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, (Social communication, Emotional regulation, transactional support) Sherbourne movement, Brain gym and Rebound therapy; play therapy, art therapy and drama. Team Teach is used for behaviour support.
- 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, kitchens, play areas, multi use games areas, sports field and trim trail.
- School clubs for choir, boccia, 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
- Links with Local Authority Support Services and input from advisory teachers for deaf and visually impaired and from an educational psychologist.
- An analysis of progress and achievement is made on an annual basis at pupil's annual review and the whole school analysis is presented to a Governors' curriculum committee in October of each year. The analysis is always judged against National Standards.

Pupils involved in decisions

We produce pupil profiles for the annual review and initially their aspirations, personal aims, likes and dislikes and strengths for their own EHC Plans. There is a student council which informs staff what the students want on general issues to do with the school.

How will curriculum be matched to needs

At Northway we embrace many different specialist strategies to help our students learn successfully. If necessary, pupils may join in with different groups to match their literacy and numeracy levels. Work is always differentiated and lessons are always inclusive. We have a curriculum topic web to inform parents and a step by step approach to curriculum development led by the curriculum leaders. We use lesson study research methods to improve our teaching and learning as we are reflective practitioners.

How will parents know what their child is doing?

Daily diary, weekly newsletters with pictures and photographic and film evidence. Termly updates, phone calls and other meetings as necessary.

How will parents be supported to help their child's learning

Through face to face meetings with teacher and specialists, parents workshops once a month on different areas, e.g. behaviour, sleep, communication, reading, numeracy. Weekly newsletters, daily diaries, meetings about PLPs and meetings on behaviour and progress and annual reviews. We use our website to highlight innovative practice and useful links

Evaluation of SEN provision

The progress of each child is measured against National standards, to see how he or she is doing relative to other children. The pupils also are measured against their own year on year progress. Governors support and challenge the evaluation each year.

Support for well being

Attention is paid to building confidence and a can do approach. Sports is excellent for this and our sports curriculum is very inclusive. We do yoga and meditation to help pupils wellbeing and many clubs provide leisure activities for the pupils. Through personal and social education we try to provide a "suitcase for life". We are keen to ensure that our educational approach is relevant to post school pursuits. Health and well being are also important and we pay attention to diet and activity.

Pupils with medical needs

All pupils with medical needs have a health care plan outlining the approach and care to take. We have a school nurse overseeing our policies and processes once a week. We have first aiders in every class. We follow statutory procedures on medication and training.

What training?

Core training includes TEACCH, Team Teach, Scerts, Downes, Autism, Attention Autism, Safeguarding, PECS, Makaton. Speech and language and feeding, behaviour.

Specialist training, for example for the visually impaired, depends on the needs of the children. Advisory teachers support us too. We have frequent in house and external training and our CPD is at the heart of our outstanding provision.

How inclusive

Completely inclusive. No children are excluded. We work closely with the mainstream school next door also. We have an inclusion co-ordinator in post.

How accessible is the school environment?

Purpose build school in 2009, built to our design and specification, wheelchair access and wide corridors and disabled toilets and changing rooms, a medical room and a sluice.

Preparing for Transition.

Children are prepared for entry to Northway through visits, photos and small step approach if needed.

Liaison with secondary school goes on throughout the term of transfer and annual reviews for year 5 are held a year in advance to give plenty of time for looking at schools. Staff at Northway will go on school visits with parents and help them to make choices . Pupils follow the same procedures as they will have to in secondary school to get them used to difference. Eg. Lunchtime procedures.

Consultation with parents and involvement in their child's education

A parent support officer and a safeguarding officer with responsibility for parent and pastoral support provide a link and way in for parents to voice the kind of support they need. Regular questionnaires provide feedback for us to improve what we are doing. Frequent workshops provide insight and training into what we do here. Daily diary updates inform parents what we are doing and a weekly newsletter with photos shows parents more. Filming is also undertaken. Regular meetings are held to look at child progress and parents are able to come in for meetings when needed otherwise.

Links with the local offer are made on the website and any events or activities of interest are sent home to parents.

Parents are supported with short breaks and housing and help is always given for medical visit if required.

January 2018.

Yours sincerely,

Lesley J Burgess
Head teacher