Northgate Primary School

'Explore, Discover, Aspire'

Special Educational Needs (SEN) Information Report 2025-26



How we support children with special educational needs or disabilities

Introduction

- At Northgate Primary School we welcome everybody into our community and believe our school will nurture **all** individuals on their journey of exploration and discovery to achieve their full and unique potential.

- We believe that equality of opportunity must be a reality for our children. All our staff are committed to making this happen through recognising and supporting the variety of groups of children we have in our school family.

- Our SEND provision allows pupils with additional needs to follow an individualised curriculum specifically tailored to their needs enabling them through their learning to develop independence, life skills and build self-confidence in themselves.



If your child has special educational needs and/or a disability and you would like to know more about what we offer at Northgate, please contact us on 01278 226070 or e-mail us at office@northgateprimaryschool.org.uk

Inclusion Lead (SENCo): Mrs Sheila Norman
SEND Governor: Mr Roger Smith
Nursery SENCo: Miss Abi Criddle
Designated Safe Guarding Lead and Deputies: Mrs K Penny, Mrs S Norman, Miss A Criddle, Miss L Hunt, Miss A
PFSA: Miss L Hunt

How will the school know if my child needs extra help?

Northgate Primary School is a mainstream school. Following the Somerset Core Standards, we aim to ensure that:

- Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess children with SEND as early and as thoroughly as possible using the Send Code of Practice (2015).
- Parents/carers and children are involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all children with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice in order to offer support and training to all staff in the school.



Areas of Special Educational Needs and Disabilities (SEND)

There are four areas of Special Educational Needs and Disabilities (SEND) decided by the department for education:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

If your child has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is **additional to or different from** that which is available to all children as stated in the SEND Code of practice 2015 (see link below).



SEND Code of Practices 0 - 25

What provision does the school provide for SEND?

Area	Universal	SEN Support	High Needs
Cognition and Learning	**Quality first teaching strategies**: - adapted curriculum - planning and tasks (including homework) - multi-sensory teaching methods - clear and simple instructions (especially new learning) - visual aids, - Catch up interventions e.g. pre-/post-teaching, Numicon, phonics groups, additional reading - SENCO observation in class	- ILI - target Maths and English interventions - precision teaching - daily reading - alternative forms of recording, e.g. iPads, laptop - talking tins - Individual provision map - Coloured text books and worksheets/overlays - SENCO recommendations given - Spelling Detectives	- Individualised timetable - Provision and curriculum is highly specialised and personalised - 1:1 support - Learning Support Services - Outside agencies
Communication and Interaction	**Quality First Teaching Strategies:** - Classroom routines to promote good listening - curriculum and learning environment structured and adapted - visual supports used to reinforce language - ITS fact file sheets - Sensory breaks - Ear defenders	- Black sheep resources - ITS resources - social skills groups - Speech and language plans - Talk boost - Positive handling plan - Lego Therapy - PECS - Wellcomm speech and language	- Individualised timetable - Provision and curriculum is highly specialised and personalised - 1:1 support - Learning Support Services - Speech and Language Therapist - Occupational Therapist - Autism and Communication Advisor
Social and Emotional	**Quality First Teaching Strategies**: - Zones of Regulation - inclusive learning environment - calm, consistent learning environment with clear expectations and secure explicit boundaries - whole school behaviour policy - Jigsaw - Self-esteem building approaches - Anxiety and anger workshops	- ELSA - PFSA support - social skills group - sensory circuits - Time to talk - Positive handling plan - Lego Therapy - Social stories	- Educational Psychologist - enrichment programme - Individual Behaviour Plan - specialist support from The Bridge School - School councillor - CAMHS
Physical and Sensory	**Quality First Teaching Strategies:** - reasonable adjustments - sound systems - radio aids - Sensory room	- Sensory room / circuits - Learn to Move programme - Appropriate adjustments are made to the learning environment - ITS resources	- PEEP - AATT - Hearing support - Visual support - Use of specialist equipment - Medical care plan

How do we identify and assess pupils with SEN?

At Northgate we recognise that children make progress at different rates, therefore we assess and identify children with SEND as early and as thoroughly as possible.

We would identify your child as having SEND in a variety of ways, including the following:

- Liaison with nursery/pre-school/previous school
- Your child is performing significantly below expected levels
- You as parent/carer have raised concerns
- Your child's teacher has raised concerns
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

- Throughout their time at school the children are assessed against nationally set criteria to check their progress across all areas of learning. Through this process children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters and sensory.

- Children are identified by using the **Somerset Graduated Response Tool.** If your child is identified as having SEND then their name will be added to the SEND register and an Individual Provision Map (IPM) is devised in collaboration with the child and parents.
- The aim of additional provision is for your child to fulfil their potential, so your child may be removed from the SEND register if they make sufficient and sustained progress.

Quality First Teaching (Universal) underpins all educational provision. Somerset's Graduated Response describes the entitlement of children and young people with Special Educational Needs and Disabilities. You can learn more about the Somerset Graduated Response Tool at: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/#Our%20Graduated%20Response



How will school support my child?

Underpinning all our provision in school is the **graduated approach** cycle of:



Teachers are responsible for every child in their care, including those with Special Educational Needs as stated in the schools SEN policy (available via the school website SEND Policy). As of date we have 45 children receiving some form of SEND Support.

- **Assess**

A rigorous assessment procedure to track children's progress is continuously used. Daily assessment for learning takes place by the teachers and teaching assistants. A range of specific, more specialised tests are used (usually by the SENCo) to assist in the identification of an individual child's needs in order to plan targeted programmes for them.

- **Plan**

Class teachers will plan support (IPM) e.g. group support from a teaching assistant (TA), specific adaptations or group/1:1 interventions.

- **Do**

Using Quality First Teaching teachers will aim to remove barriers to learning by providing work and intervention at the appropriate level for the pupils with SEND. They will use recommended strategies and resources to help pupils access their learning.

- **Review**

Teachers and the SENCo review the Individual Provision Maps half termly to assess progress towards the pupil's SMART targets. Having consulted with the children and their parents, all our additional provision agreed outcomes approach.

Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?

The SENCo is Sheila Norman. She can be contacted on 01278 226070 or by email at office@northgateprimaryschool.org.uk .

The SENCo is responsible for:

- ❖ Coordinating all the support for children with special educational needs (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- part of planning ahead for them

- ❖ Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, etc.
- ❖ Updating the school's SEND Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- ❖ Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress.





How will the school staff support my child and their learning?

All pupils access the full curriculum, with adaptation and support in class. Class teachers consider the language they use, and provide visual and multi-sensory support in all areas of learning. The curriculum is creative and includes outside trips to support the learning experience.

All children have targets that are set by class teachers based on their individual learning needs. Some children with SEND may need additional, and more specific SMART targets to meet their needs and therefore an Individual Provision Map (IPM) will be in place.

Support and intervention at our school includes:

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

Class teachers are responsible for:

- planning appropriate work / activities for their pupils
- ensuring that support is available for all children (inclusive 'quality first' teaching)
- adapting the curriculum to take account of different interests and abilities
- ensuring that all children can be included in tasks / activities
- monitoring individual progress
- have the highest possible expectations for your child and all pupils in their class and celebrating achievement
- identifying those children who require additional or adapted support in order to make progress
- setting and agreeing SMART targets with parents and pupils
- using gap analysis to focus interventions



Specific Group Work;

Interventions which may be run in the classroom or a group room and run by a teacher or a teaching assistant (TA).

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Individual support (SEN Support)

This means a pupil has been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority support services, such as the Autism and Social Communication Team, Learning Support Team, Education Psychology Service etc.

What could happen:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the school and your child to understand their needs and make recommendations as to the ways your child is given support.



Specified Individual support (EHCP)

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. Usually your child will also need specialist support in school from a professional from outside the school.

What could happen:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Authority Local Offer on the Somerset County Council website at:



https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at High Needs level.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If the needs are they will write an Educational Health and Care Plan (high needs). If they are not, they will ask the school to continue with the support at SEN Support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Educational Health and Care Plan will outline the provision your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

How do we assess and review pupils' progress towards their outcomes and evaluate the effectiveness of its provision.

- Your child's progress is continually monitored by his/her teachers and members of the SLT.
- His/her progress is reviewed formally every term and an assessment is made in Reading, Writing and Maths.
- If your child is in Y1 or above and is working below age-related expectations, your child will be assessed using Pre key stage standards.
- Your child will complete the national Phonics Screening Test at the end of Y1. Optional SATs are completed at the end of Y2 and Compulsory SAT's in Y6.
- Children at SEND Support will have an Individual Provision Map which will be reviewed every half term and new SMART targets will be set for the next term. This is in consultation with parents and the children.
- The progress of children with an EHC Plan and children with High Needs SEN Support is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual or group work that they take part in.

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail. The aim of this is:

- To listen to any concerns you may have
- To plan any additional support your child may receive
- To discuss with you any referrals to outside professionals to support your child's learning.



Class teachers and the SENCo monitor the progress of children on the SEND Register termly. Parents/ discuss progress each term.

All pupils are discussed termly in Pupil Progress Meetings.

- We aim for pupils on the SEND register to make the same progress as their peers. Academic progress is measured against national/age expected levels.
- Interventions are evaluated each term and provision is amended if required. Class teachers consult the SENCo immediately if they have concerns that an individual child is not making progress.
- At the end of the year, data is collected and analysed by the Head and SENCo to evaluate progress and compare to national data.

How accessible is the school environment and curriculum?

The environment

- The school site is wheelchair accessible.
- There are four disabled toilets, which are large enough to accommodate changing and personal hygiene care and one has shower facilities.
- We have a physiotherapy room.
- Our classrooms environments and corridors are low sensory so that they are 'autism friendly'.



The curriculum

- Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff will support with your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

You can find our accessibility plan available via the school website – click here **Accessibility Plan**

What expertise and training do our staff have to support the pupils?

- The SENCO supports the teachers in planning for children with SEND.
- The School Development Plan includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We have LSA's trained in Individual Literacy Intervention (ILI) which is a 1:1 intense intervention that targets phonics, reading and spelling, Spelling Detectives, Maths Detectives and Talk Boost.
- LSA's are trained in reading interventions that target particular year groups.
- We use Unlocking Letters and Sounds for phonics and precision teaching to target key spellings.
- To assist children with speech and language needs we use Somerset Total Communication (STC) to provide another form of communication in school.
- Staff working with our children with autistic spectrum condition (ASC) have received training and are supported by the Autism and Communication team.
- Staff have received training on working with children with Down Syndrome and are supported by Ups and Downs.
- Staff have received training on Communication and Language to enable better communication with children with limited speech or language.
- Staff have received training on Emotion Coaching and trauma informed Practice.
- Our SENCo has received training on ACE's, attachment and trauma, Foetal Alcohol Spectrum and Lego Therapy.
- We have two members of staff trained to deliver ELSA; an intervention that specifically targets emotional literacy and social skills.
- Six staff have trained as Metal health first aiders.
- Staff have received training on Forest School in order to offer Forest School on the school site
- A number of our staff have received additional medical training relating to specific conditions such as epilepsy and diabetes.



Specialist expertise available at Northgate.

Our SENCo has many years' experience in the teaching of SEND children. She has completed her training for her NASENCO qualification. We work closely with the local authority and access and regularly accesses support from a range of professionals including:

- Education Psychologist
- Speech and Language Therapy
- Autism and Communication Service
- AATT - Assess and Assistive Technology Team
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Learning Support Service
- Child and Adult Mental Health Service (CAMHS)
- SENATAS
- GP/Paediatrician

We have good links with special schools in the area including Polden Bower school. Our school also works collaboratively with The Bridge School in Bridgwater which offers centre based provision and outreach provision.

How equipment and facilities to support children with SEND will be secured at Northgate.

- The SEND budget is administered by the SENCo under the direction of the Headteacher. Decisions about the budget are decided yearly, depending on current pupil needs.
- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

How we involve other organisations, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting their families.

We access additional support for our SEND children through contact and meetings with our Educational Psychologist and an advisory teacher from the Learning Support Service. Decisions are then made regarding which external services to engage to meet the needs of the child.

How do we consult pupils with SEND and involve them in their education.

All pupils are encouraged to participate fully in the life of the school.

Through thorough marking using feedback and response, pupils are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs and the children discuss their SMART targets for their IPM's half termly with the class teacher. Pupils with high needs funding participate in a "person centred" annual review. All pupils are asked to write a comment on their written school report.



How do we consult parents of pupils with SEND and involve them in their education.

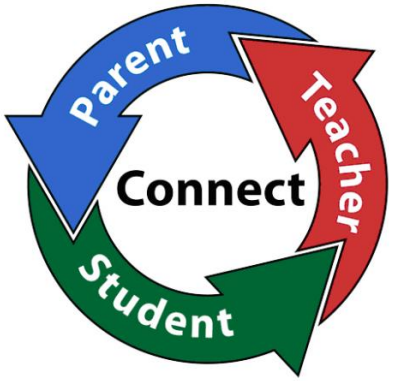
The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through half termly phone calls, termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We try to create positive links with our parents by operating an 'Open Door' policy. A range of ways will be used to keep you informed which may include:

- Home/school book
- Letters/certificates sent home
- Parents' Evenings
- Additional meetings as required
- Reports
- Parental engagement mornings

Initially, when a child's special needs are identified, parents will be contacted and invited into school to discuss this further. Parents are consulted regularly at the termly parental consultations and, for higher needs children, at annual review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

If parents feel that their child has a special educational need that we have failed to identify, we will carry out assessment for the need as soon as possible. Should we disagree about the child's needs, we will seek advice from external agencies.





Who to contact if you need help:

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) provides impartial information, advice and support for parents and carers about all aspects of SEND. The service can provide support and information to parents and carers so that they are able to be part of decisions about their child's SEN to enable them to achieve better outcomes. The service can be contacted at :

- Phone : 01823 355 578
- Email : **Somersetsendias@somerset.gov.uk**
- Website :

http://www.somersetsend.org.uk

Somerset SENDIAS
Special Educational Needs and Disability Information, Advice and Support

Somerset Parent Carer Forum is an independent group of parent carers who have joined together to share information, their views and experiences of the children's/young person's services (0-25 yrs) they already use or would like to use in the future.

- Phone : 01458 259384
- email : **Help@SomersetParentCarerForum.org.uk**
- Website:
- **https://somersetparentcarerforum.org.uk/**

Somerset Parent Carer Forum

How do we support pupils moving between different phases of education

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

Starting school

- Links with our feeder pre-school settings are strong with staff from the Foundation Stage visiting children in their nursery settings.
- When pupils with SEND join our school from a nursery placement, we hold a School Entry Plan meeting with nursery leaders, parents and any professionals involved. This meeting agrees a list of actions to smooth the transition which may include adaptations to the settling in period. Extra visits can be arranged as necessary.
- During the first term of school, a School Entry Plan review meeting is held with parents, school and nursery staff to review how the transition is going

When moving years in school:

- We encourage all new children to visit the school prior to starting with us.
- Information about your child will be shared with their new teachers and new targets set on their IPM.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to adapt to their new surroundings. We would also visit them in their current setting if appropriate.
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child is moving to another school:

- Pupils transferring from one school to another are supported.
- If a pupil receives high needs funding, we invite the SENCo from his/her next school to the annual review.
- All records about your child are passed on as soon as possible.
- Transition visits are arranged as appropriate and pupils with SEND will usually be offered extra transition sessions.
- We use transition books and social stories to help explain and prepare children for any major transition.
- Transition meetings will be held for those children with special educational needs or a disability during the summer term of Year 6 in preparation for them leaving us for secondary school. The SENCo from the child's new school will be invited to this meeting.



What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

- Members of the senior leadership team are on the gates in the mornings to greet and welcome children each morning.
- The classroom entrances are staffed with adults who greet and welcome children each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class therefore this should be your first point of contact. The class teachers will liaise with the SENDCo/PFSA/Senior Leadership Team if more support is required.
- A key task for each class's TA is to support the social and emotional needs of the pupils in their class alongside the class teacher. TA's know the children well and develop trusting relationships with them.
- Childre can attend ELSA sessions with either one of the two members of staff that are ELSA trained.
- Children can attend chill and chat sessions and wellbeing walk-ins.





We have a policy regarding the administration and management of medicines on school site

Policy for Children with Medical Conditions

- Parents need to contact the school office if medication needs to be taken during the school day and the appropriate forms need to be completed.
- If a child's health care needs are longer term, a health care plan will need to be put into place. This will be done by the SENCo and the parents and your child's health care professional will need to sign the health care plan to ensure we are doing the best for your child.
- Staff receive regular training regarding conditions and medication affecting individual children so that all staff can manage a medical situation should the need arise.
- If a child requires intimate or personal care, an appropriate plan will need to be put in place. This will be organised with the SEND Administrator and the parents.

Who can parents contact if they have concerns

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo.
- If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher.

The process outlined in the school's Complaints Policy should be followed if necessary.

Information on where the local authority's offer is published

Somerset's Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities aged between 0 to 25 and how to access them.
The Local Offer includes information about the provision available in Somerset for children and young people with special educational needs, and those for whom the local authority is responsible, regardless of whether or not they have Education, Health and Care Plans.
SEND Local Offer can be obtained from Somerset County Council's website at
https://www.somerset.gov.uk/children-families-and-education/the-local-offer/
or directly from the County council by calling 03001232224.

Our School page can be located at **Northgate Primary School (somerset.gov.uk)**
Northgate's SEND Offer can be obtained from the school website **http://www.northgateprimaryschool.org.uk**

The Core Standards describe the entitlement of children and young people with Special Educational Needs and Disabilities in early year's settings, schools and further education.

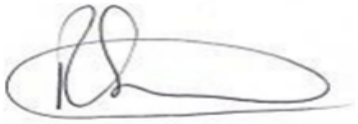
'All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically'- a quote from the Somerset Inclusion Statement.



This report was co-produced with parents and staff

Report Reviewed by: Sheila Norman SENCo

Signed: Chair of Governors - Roger Smith



Dated: September 2025
Review Date: September 2026