



NORTHOLT
HIGH SCHOOL
Committed to excellence

**Special Educational Needs
and Disability
Information Report
2020-21**

Contents

1	Principles underlying all our practice at school	Page 2
2	What kinds of needs can be supported at our school?	Page 2
3	What is SEND?	Page 2
4	The SEND Code of Practice four main areas of need	Page 3
5	Who can I talk to about my child's needs?	Page 4
6	How are young people's needs identified?	Page 4
7	How do we work in partnership with the families of students with SEND?	Page 4
8	How do we enable children with SEND to make decisions about their education?	Page 5
9	Young People with SEND support	Page 5
10	Young People with an EHC plan	Page 5
11	How do we help young people when they move to our school?	Page 5
12	How do we help young people when they move to another school or further education provider?	Page 5
13	How are adaptations made to the school to help young people with SEND?	Page 6
14	What skills do our staff have?	Page 6
15	Does the school work with other agencies/services?	Page 6
16	How do we support the emotional and social development of all of our young people?	Page 6
17	How is the effectiveness of provision for students with SEND evaluated?	Page 7
18	What do I do if I am concerned about the quality or effectiveness of support my child is getting?	Page 7
19	What is the local offer for students with SEND?	Page 7
20	Key contacts	Page 7

1. Principles underlying all our practice at school

We believe in inclusive schooling and supporting all students to reach their potential in all areas of school life. We are committed to ensuring that all students have access to a broad, balanced and relevant curriculum. We acknowledge students' strengths as well as their complexities. We aim to provide the support necessary to empower students to take responsibility for their learning, thereby enabling them to experience success at Northolt and beyond.

These aims include all the young people in our school with SEND.

2. What kinds of needs can be supported at our school?

Young people with every type of need are supported at our school, where reasonable adjustments can be made to enable them to access the curriculum. We make our best efforts to ensure that every student in our school makes at least expected progress and is well prepared for adulthood.

3. What is SEND?

Young people have a Special Education Need and/or Disability if they have a learning difficulty and/or disability which requires for special educational provision to be made for them. Young people have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of the children of the same age and/or
- Have a disability or other condition which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age.

4. The SEND Code of Practice 0-25, 2014 outlines four main areas of need:

Area of Need	Definition	Examples
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
Social, Emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive Disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with sensory and physical needs will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi--Sensory Impairment (MSI), Physical Disability (PD)

5. Who can I talk to about my child's needs?

- Class teacher
- Form tutor
- Key worker for students with EHC Plans
- Year Coordinator or Key Stage Leader
- The Director of Inclusion / SENCDO – Mrs Nayyar
anayyar@northolthigh.org.uk
- Deputy Head teacher for Inclusion (Line manager for SEND) – Ms Pott,
cpott@northolthigh.org.uk

6. How are young people's needs identified?

At Northolt High School we seek to identify the needs of all young people. This helps us ensure all students are happy and confident in school and make good progress in their learning. We identify students' need through regular assessment as well as through:

- Monitoring of student progress and learning
- Monitoring of other data such as behaviour and achievement data
- Capturing student voice
- Pastoral support
- Communication with families, including at parents' evenings
- Interaction with other school on transition
- Work with other agencies
- Annual reviews for students with EHC plans

7. How do we work in partnership with the families of students with SEND?

We place a high value on working together with families to ensure that all students enjoy their learning and achieve at least expected progress. We do this through:

- Regular communication
- Parent and student information events
- Parents' evening
- Annual reviews for students with EHC plans

8. How do we enable children with SEND to make decisions about their education?

We encourage all young people, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teachers. We do this in school through:

- Monitoring students' learning and progress.
- Giving opportunities for students to voice their views.

9. Young People with SEND support

The progress of young people identified as having SEND will be monitored by The Director of Inclusion/SEND/CO and Learning Support team. Where the data shows that learners with SEND are not making progress towards their targets, The Director of Inclusion/SEND/CO will work with relevant colleagues to provide effective support.

10. Young People with an EHC plan

In addition to parents evening we also hold an Annual Review meeting for young people who have EHC plans. We work with students and their families to review the progress made against the desired outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible. Where appropriate young people can attend part or all of the Annual Review meeting.

11. How do we help young people when they move to our school?

Northolt High School has strong links with our feeder primary schools. Before transition, information is shared in order to aid our planning. All our new year 7 students have the opportunity to come and visit the school on the common induction day and spend time familiarising themselves with our school. If needed a further transition plan is agreed upon and implemented. We will always seek to involve families in this planning.

12. How do we help young people when they move to another school or further education provider?

Whenever a young person moves to another school or setting we will pass on all relevant records to the new school and liaise with colleagues to support transition. This may include organising supported visits to the new setting and collaborating in the drawing up of support plans.

13. How are adaptations made to the school to help young people with SEND?

Subject Teachers plan lessons to meet the needs of all students in their class. Specific resources and strategies will be used where appropriate to support students with SEND. We also use a range of other interventions and strategies including in-class support and additional support which may take place outside of the usual curriculum classes. There may also be reasonable adjustments to the learning environment, including the use of specialist equipment, to ensure that students with SEND can access the curriculum.

14. What skills do our staff have?

All teaching staff are given guidance and training as appropriate on teaching and learning strategies and on behaviour management approaches. Staff involved in specialist provision are given specific training to enable them to effectively deliver that provision.

15. Does the school work with other agencies/services?

The school works with a variety of different agencies and professionals to use their specialist expertise in planning to support our students' needs. These include:

- Speech and Language Therapy Service
- Clinical Psychology Service
- Educational Psychology service
- Social services
- Travellers' Service
- CAMHS
- Attendance Officer
- Looked After Children team
- Connexions,
- Play service
- West London Alliance

16. How do we support the emotional and social development of all of our young people?

The school's Behaviour for Learning policy can be found on our website. We also support students' social and emotional development through:

- PSHCE lessons
- Assemblies
- Extra-curricular activities
- Pastoral support

- Targeted group or individual interventions

17. How is the effectiveness of provision for students with SEND evaluated?

The school's Senior Leadership team and the Director of Inclusion / SENDCO routinely monitor the effectiveness of provision for students with SEND through use of the school's usual procedures such as evaluation of progress data and monitoring of learning and teaching and of the work students produce.

18. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

In the first instance you should contact The Director of Inclusion/SENDCO to discuss your concerns. You may also raise your concerns with the Deputy Headteacher responsible for inclusion or with the Headteacher.

19. What is the local offer for students with SEND?

The local offer is published separately on our website.

20. Key contacts

The Director of Inclusion / SENDCO is Mrs Nayyar who can be contacted at school on 020 8864 8544 or by emailing anayyar@northolthigh.org.uk

The Deputy Headteacher responsible for inclusion is Ms Pott, cpott@northolthigh.org.uk