



NORTHOLT
HIGH SCHOOL

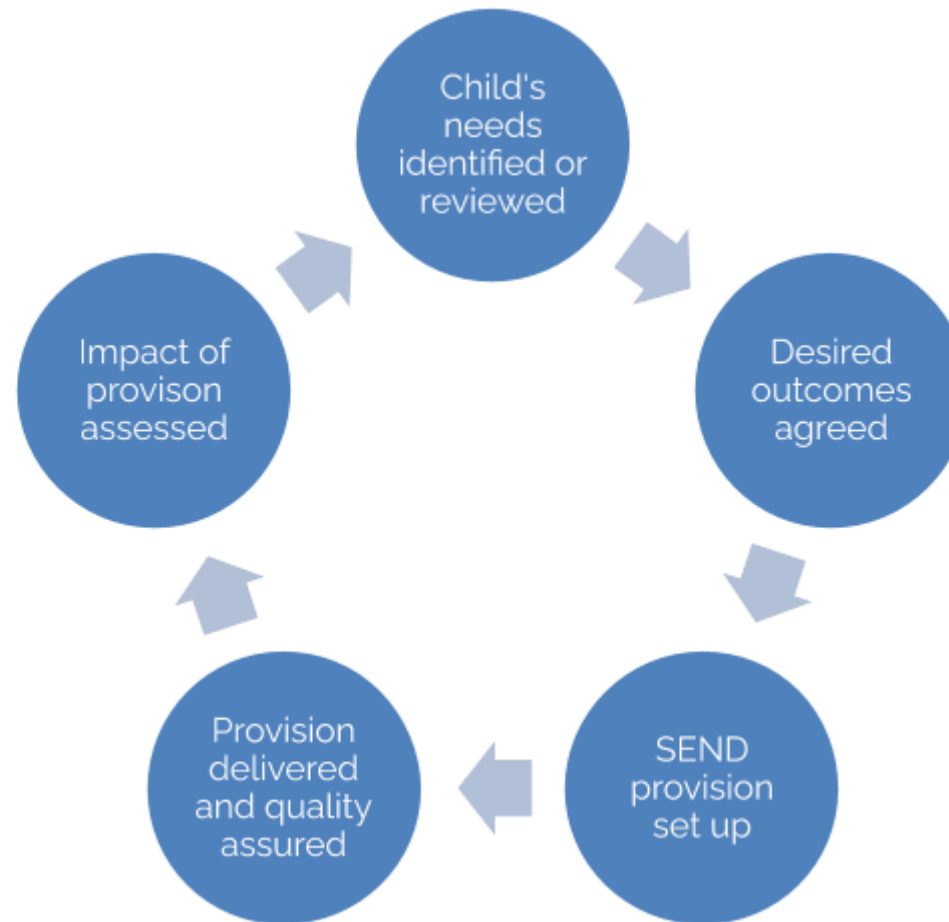
Committed to excellence

**Special Educational Needs
and Disability Local Offer, 2020-21**

Local offer from Northolt High School

All Ealing schools are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs or disability. There is a shared expectation that all students regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

In order to do this, schools in Ealing work through a cycle of meetings and activities shown below. This ensures that young people's needs are identified and good quality support is put in place so that all young people make good progress whatever their needs. Every student's progress is reviewed regularly on an individual and whole school level so that the quality of the school provision can be maintained and developed. Students and parents of students with SEND are included in this cycle at key times so that provision set up is appropriate to the needs of the young person and the assessment of its success can be fully evaluated.



What kinds of SEND are provided for in Northolt High School?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job title	When
<p>Young people to be included in all aspects of their lives, enjoying the experience and achieve well.</p>	<p>We provide support for students in all four of the identified areas of SEND</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Social Interaction • Emotional, Social and mental health • Physical and Sensory needs <p>We believe in inclusive schooling and supporting all students to reach their full potential in all areas of their 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 own learning, thereby enabling them to experience success at Northolt and beyond. However, there are some limiting factors as to our full provision for severe needs in any of the above categories.</p>	<p>Headteacher: Marion Budd</p> <p>Deputy Headteacher: Claire Pott</p> <p>Director of Inclusion / SENDCO: Anita Nayyar</p>	<p>Ongoing</p>

If my child has a Special Educational Need – how will it be identified?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job title	When
Transition meetings as young person moves between settings and schools	Before your child starts our school the Key Stage Leader, Director of Inclusion/SENDCO or other appropriate member of staff will liaise with your child's previous school to find out more about them and how they learn best. If your child has already been identified as having a Special Need then a transition plan will be drawn up with you and the previous school/setting so that your child will settle into our school successfully.	Head Teacher: Marion Budd Deputy Head teacher; Director of inclusion/SENDCO	After a place has been confirmed
Parental concern	Open door policy - make an appointment any time. If you have any concerns about your child please contact your child's form tutor or class teacher in the first instance to discuss them. You may also contact your child's Year Co-ordinator or Key Stage Leader, or the SEND team. If concerns are serious and long term then the teacher will arrange a meeting with the Director of Inclusion/SENDCo to follow them up.	All teachers, The Director of Inclusion/SENDCo	Any time/ as soon as concern noticed
Student concern	Students can talk to any member of staff about their worries. This will be referred on to appropriate staff referrals will be made as necessary.	All teachers, Director of Inclusion/SENDCo	Any time/ As soon as concern noticed
Teacher identification of need	All teachers are trained to ensure that students are happy and making good progress. Teachers with concerns about the welfare or educational progress of a young person will contact the young person, their family, pastoral team, subject team and/or SEND team as appropriate.	All teachers, Subject Leaders, Year Coordinators, Key Stage Leaders, Director of Inclusion/SENDCo	Any time / as soon as concern noticed
Identification because young person is not making academic progress	Student progress is regularly tracked by subject teams, year teams, the senior leadership team and The Director of Inclusion/SENDCo. If a young person is found to be having difficulties in making enough educational progress additional provision may be put in place to support a young person's progress. A referral may also be made to The Director of Inclusion/SENDCo.	All teachers, Subject Leaders, Year Coordinators, Key Stage Leaders The Director of Inclusion/SENDCo	Termly

Analysis of behavior logs	Behaviour logs will be analysed to ensure that every young person is managing the expectations of hard work and good behaviour in school. If there are concerns regarding behaviour or attendance and punctuality, additional provision may be put in place and the young person and their family will be involved.	Key Stage Leaders The Director of Inclusion/S ENDCo	At least termly
Analysis of welfare information	Regular reviews of welfare information are conducted so that a young person who complains of being frequently unwell or is being injured can be monitored and the reasons behind this can be identified. Depending upon the identified reasons support may be put in place. This includes support for both physical and mental health.	Welfare officer – to liaise with The Director of Inclusion/SENDCo and relevant member of SLT	At least termly

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job title	When
Transition from other schools	All SEND records from other schools are passed on to the new school. The Director of Inclusion /SENDCos from both schools/settings will communicate to discuss the needs of the young person arriving. It is recommended that a transition plan meeting is set up with the parents and student so that everything can be set up to enable the new young person to settle into their new educational environment.	Transition staff member The Director of Inclusion/SENDCo	As soon as Possible once a place is confirmed
Review and identification of needs in school	If any child has already had special educational needs identified then a plan to support them to reach certain outcomes should already be in place. The success of this plan in meeting their needs and ensuring they make progress should be reviewed regularly. During these review meetings a further identification of needs could be made if necessary.	NHS The Director of Inclusion/SENDCo Should be invited to Year 6 Annual Review	Year 6
Develop clear transitions and progression pathways through the curriculum to support better preparation for adulthood.	To ensure that the child and parent are explained the different avenues that can be taken post GCSE. This involves interaction with the Connexions team who assist in helping the student make the best choice keeping in mind the needs of the learner.	Connexions advisor Year Leaders Form Tutors Director of Inclusion/SENDCo	Year 11

If SEND has already been identified

If my child needs extra help or slightly different methods of teaching how is this put in place?

Any young person may need some additional help at some time in their education. All schools regularly assess young people and have a variety of ways of ensuring that each young person makes progress. All lessons should be differentiated so that every young person learns. There are also additional ways of supporting young people in class and around school e.g. volunteer reading partners, learning mentors and Learning Support Assistants that young people can ask for support in class and around school, as well as various short intensive programmes of additional support depending on the type and level of need.

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job description	When
Termly additional SEND provision set up meetings for wave 1,2,3	Regular meetings to set up support strategies for quality first teaching and any additional programmers for specific targeted intervention following new referrals reviews of existing provision.	Senior Leadership Team The Director of Inclusion/SENDCo and Key Stage Leaders	As per the assessment and monitoring calendars
This should be recorded and shared with parents/young people (as appropriate) and all staff involved with the young person so consistently delivered.	Additional support is recorded in a provision map which shows impact of the additional support.	The Director of Inclusion/SENDCo to coordinate	As per the assessment and monitoring calendars

If my child needs other professionals to support them how can this be accessed?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job description	When?
Support to develop Communication skills	Referrals to SaLT service will be made as needed. Advice and recommendations for strategies will be incorporated into provision map	The Director of Inclusion/SENDCo	As needed
Support to develop Social skills	Referrals to SaLT / EP/ behaviour service or other appropriate agencies will be made as needed. Advice and recommendations for strategies will be incorporated into provision map	The Director of Inclusion/SENDCo	As needed
Support to develop skills to manage emotions	Referrals to EP/ Children and Adult Mental Health service (CAMHs)/behaviour service will be made as needed. Advice and recommendations for strategies will be incorporated into provision map	The Director of Inclusion/SENDCo	As needed
Support to develop Independent learning skills	Referrals to OT service can be made through your GP. Advice and recommendations for strategies will be incorporated into provision map	Parent and GP	As needed
Support to develop skills to manage ASD	Referrals to Springhallow outreach service	The Director of Inclusion/SENDCo	As needed

What kinds of additional support can my child access at Northolt High School?

Area of Need	Northolt High School Intervention available
Cognition and Learning	Hackney Lit Programme, Springboard, Word wasp, Toe by Toe, DELP, Units of Sound Arrow.
Communication and Social Interaction	Talkabout social skills group, Speech and Language Therapy, Social Stories, Special Friends, Supporting the Wellbeing of Girls, Lego Therapy, Vocabulary intervention group, Narrative intervention group, Reading for meaning, pre-teaching vocabulary group, Inference group
Emotional Social and Mental Health	Counselling, mentoring, social groups, Art and Cooking groups, Key workers, Circle of Friends, Lunch club, Home learning club
Physical and Sensory	Handwriting, Touch typing Action Groups (Occupational Therapy advice carried out)

How will my child and I be included in these processes?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job description	When?
Parents	<p>Universal. All parents are included in their young person's education through</p> <ul style="list-style-type: none"> • parent teacher meetings • curriculum evenings • coffee mornings • parent voice questionnaires <p>Targeted - If your child has SEND support: Review meetings with The Director of Inclusion/SENDCo and other professionals to discuss provision</p> <p>Specialist - If your child has an EHC Plan: Regular meetings with teachers and Annual Reviews</p>	<p>Teachers and other professionals</p> <p>Teachers and The Director of Inclusion/SENDCo</p>	<p>On going</p>
Young people	<ul style="list-style-type: none"> • Individual targets in key subjects set and reviewed as with other young people; • progress reviewed in every lesson against learning objectives that are pitched to an appropriate level; <p>EHC Plan:</p> <ul style="list-style-type: none"> • Young people will have an Annual Review 	<p>Class teacher</p> <p>The Director of Inclusion/SENDCo and class teacher</p>	<p>Termly</p> <p>Annual Review</p>

How does the school ensure that the support needed is delivered to a high standard?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job	When?
Included in whole school quality assurance procedures	The School monitors the quality of all its provision through termly: Lesson observations, Learning Walks Checks on young people's achievement Checks on work in books Student sample interviews Parent sample interviews	Senior leadership team	On a termly programme
SEND provision is also reviewed specifically at an individual and whole school level	The success of individual plans will be monitored and reviewed as ongoing practice The Director of Inclusion/SENDCo use the information from universal monitoring to quality assure the work. There will be on going monitoring and review <ul style="list-style-type: none"> • Quality of Specific interventions set up for young people with SEND • Progress of all young people with SEND • Monitoring attendance of SEND • The successful impact of interventions • The success of EHC Plans The overarching review of SEND support in school will be reported to the Senior leadership team of the school; the SEND governor and the Governing Body at least once a year	The Director of Inclusion/S ENDCo/ Class teacher	Termly
SEND governor checks and reports to governors	<ul style="list-style-type: none"> • Termly meetings between The Director of Inclusion/SENDCo and SEND governor. • SEN governor visits school and sees practice termly. • Annual report to governors on progress of young people with SEND that includes progress measures; quality of teaching judgments; availability of different types of provision/ interventions and recommendations for the future that inform financial decision making. 	SEND governor and The Director of Inclusion/S ENDCo	Termly meeting Termly report to GB included in HT report to Governors – published in minutes

How does the school ensure that provision has the impact intended?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job description	When?
SEND provision map review	<p>Following the model of Assess Plan Do Review (APDR) outcomes are monitored and reviewed, on the basis of the length of the intervention</p> <p>This is shared in meetings with parents and young people.</p>	The Director of Inclusion/SENDCo	Pre and post intervention

How is the provision impact reviewed and evaluated?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job description	When?
As part of School Self Evaluation strategy	The Director of Inclusion/SENDCo and Deputy Head Teacher responsible for Inclusion review impact of provision map and report to SLT with any training needs and changes.	The Director of Inclusion/SENDCo meets with SLT	Annually
	Annual report goes to governors with recommendations for improvements; training needed and areas for further investment	The Director of Inclusion/SENDCo reports to Governors	Annually

How is new provision set up?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job description	When and how?
When progress is reviewed then new provision is set up	Following the model of Assess Plan Do Review (APDR) provision is reviewed and any new intervention required will be put in place.	The Director of Inclusion/SENDCO and other relevant professionals	Usually termly but can be more frequent if needed

How skilled are staff in the school?

Ealing Recommendations	Northolt High School procedures	Names of staff responsible and job description	When and how?
All staff	Are trained in the requirements of: The SEND code of practice The Equality Act All general school policies on teaching and learning and behaviour management include information on how to include young people with SEND		When inducted and as policies updated
SEND Teaching assistants	We have a variety of skill in our teaching assistants depending on		Following the
	their job. Different staff receive training in specific areas.		CPD programme and identified needs.
SEND Higher Level Teaching Assistants	We have a variety of skill in our teaching assistants depending on their job. Different staff receive training in specific areas.		Following the CPD programme and identified needs.

Where can I find more information?

This link will take you to information provided by the London Borough of Ealing about support available in the local area.

[Ealing Local Offer](#)

