



## **Special Educational Needs Information Report**

**Version No 2 – 01/07/18**

**Review Date – 01/07/19**

**Mr A Price – Executive Head teacher**

These pages set out information about our provision for children with special educational needs (SEN). They are updated annually.

### **About our School**

Northern House School (City of Wolverhampton) is a specialist provision for students with SEMH (Social, Emotional and Mental Health) identified as their primary area of need. Each individual pupil is in receipt of an Education, Health and Care Plan, a pre-requisite for admission to Northern House School.

Students accessing the School range from 7 to 16 years of age (through phase, year 3 – year 11) therefore the campus is designed to accommodate Primary (KS2) and Secondary (KS3 & KS4). The majority of students are White British males from working class backgrounds. The percentage of students eligible for pupil premium is significantly above national average (84%).

At the time of our last inspection (Section 8 prior to academy conversion in November 2015) the school had 68 pupils on roll, 30% decrease on current NOR. Wolverhampton is ranked in the top 20 most deprived areas in the country (National Statistics 2015). The majority of pupils who attend Northern House School (City of Wolverhampton) are eligible for Pupil Premium using the Government criterion.

Northern House School (City of Wolverhampton) provides education for Children with SEN and in receipt of an Education, Health and Care Plan. Pupils may experience a wide range of special educational needs including those with:

- **Communication and Interaction needs:**

This includes children who have speech, language and communication difficulties including autism spectrum conditions.

- **Cognition and Learning needs:**

This includes children who have learning difficulties, moderate learning differences, specific learning difficulties like dyslexia, dyspraxia and dyscalculia and those with global developmental delay.

- **Social, Emotional and Mental Health needs:**

This includes children with ADHD, attachment difficulties, anxiety and other mental health issues.

- **Sensory and/or Physical needs:**

This includes children with sensory processing difficulties, hearing impairment and visual impairment. It also includes children with a physical disability that affects their learning, medical conditions such as epilepsy and diabetes and those who require personal care assistance.

Northern House School is a special day school catering for up to 97 boys and girls aged from 7-16 with Social, Emotional and Mental Health Needs.

For further information on special needs provision at Northern House School (City of Wolverhampton) contact Miss S Cooper on 01902 551564.

### **How do we identify and give extra help to children with SEN?**

All of our pupils are admitted with an Education, Health and Care plan that carefully details their Special Educational Needs and lists suggested strategies and provision to meet individual needs. We continue to track the progress of children throughout their educational career at Northern House School to ensure they receive appropriate help and support. We frequently refer children to external agencies and support services to ensure that additional needs are identified and supported, including arranging training to ensure that children receive the most appropriate support and guidance. We look at ways in which the school environment can be adapted to meet the individual needs of the child. We discuss individual needs with parents and create Individual Education Plans (IEP's). We hold a Share and Talk Event at the end of each term which enables us to involve the child and the parent/carer in identifying strategies and reviewing progress regularly.

### **How do we work with parents/carers and children?**

We will always contact parents/carers if we have a concern that a child may have an additional special educational need.

We work closely with children with SEN and their parents/carers to agree outcomes and how we will work towards these, and then review progress. We do this by phone calls home, home visits, planned meetings, IEP's, Annual Reviews and at Share and Talk Events.

## **Adapting the Curriculum**

We offer a broad and balanced curriculum for all children and are fully inclusive. In the Primary division, our curriculum has been developed with a mixture of Cornerstones and a thematic approach for each class. In the secondary phase, we strive to offer a broad and balanced curriculum to include preparation for GCSE's, vocational qualifications (BTEC's) and entry level awards for those whom these certificates are beneficial.

We adapt the curriculum in a variety of ways to ensure that all of the children are able to access and engage with the activities. We have recently introduced an alternative curriculum aimed at children who cannot access a traditional curriculum for a number of reasons. The new vocational curriculum encompasses a number of year groups and children study a number of practically based qualifications. In this curriculum children study; motor mechanics, construction including brick laying and painting and decorating and Animal and Land Care. All of these subjects will lead to a BTEC qualification.

Small group teaching (class sizes of 6-8) with two class based adults ensures that pupils receive additional support in class and can work on key areas of development. In addition, we engage therapists support in a variety of specialisms, including speech and language.

### **What expertise can we offer?**

All of our staff are PRICE trained and undertake refresher courses throughout the year. We also have staff who have been trained to work with students with ASD and how to best support children with this condition.

We even have one Learning Director with expertise in giving relaxing hand massages to anxious children.

We also have access to a range of specialist support services including:

- Educational Psychologists
- Child and Adolescent Mental Health Service (CAHM's)
- Integrated therapy services for speech and language therapy
- School Health nursing team

All of our staff benefit from regular training across the spectrum of conditions we frequently come across, including attention deficit and dyslexia. Other training is arranged to meet the ever changing needs as appropriate.

### **How do we know if SEN provision is effective?**

The progress of all children is tracked throughout the school through the use of TPP (tracking pupil progress). Progress is also monitored informally through book scrutiny, teacher assessments, regular inspection of our school by SLT, Senior Trust managers and regular visits by our Wolverhampton based School Improvement Advisory Team/ S4S.

In addition, for children with SEN, we regularly review progress towards agreed outcomes assessing whether the support that has been put in place has made a difference and what we need to do next. We evaluate this progress against age related expectations, including the use of standardised assessments.

Through delivery of special intervention programmes for individuals or groups of children, we assess how successful they have been and use that information to inform future provision and next steps for individual students. Some of the special interventions that we offer include: SAAAB (Safeguarding Against Aggressive and Anti-Social Behaviour.) This offers specific support for our students who are at risk of permanent exclusion. We deliver accelerated reading and numeracy programmes to close the gap for all of our students. In addition, we have recently introduced a more vocational based curriculum for our students who find it difficult to access a traditional curriculum. This alternative curriculum includes, motor mechanics, construction and working with the 'Animal Man', exploring animal care and agricultural based studies. In all of these vocational based subjects the students will receive accreditation at the end of the course.

### **How are the children with SEN helped to access activities outside the classroom?**

All children are included in activities and trips following the completion of risk assessments and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and children when planning trips so that everyone is clear about what the expectations are and what will happen.

### **What do we do to support the wellbeing of children with SEN?**

All children have the opportunity to share their views directly to any member of staff, including the senior leadership team and wider staff community.

We listen to the views of children with SEN by directly seeking their opinions on issues within the school community, through regular discussion and Share and Talk Events. Children are also involved when interviewing prospective candidates for jobs within Northern House School (City of Wolverhampton).

We take bullying very seriously. We help to prevent the bullying of children with SEN by closely monitoring pupils at all times, reducing opportunities for children to be bullied, listening to what children tell us, raising awareness of what bullying is and what children can do if they feel that they have been bullied, facilitating restorative meetings where appropriate, involving parents and supporting both the victim and perpetrator to move forward.

Overview of Provision map, beyond the core curriculum offer.

Provision	Description	Success Criteria/ Impact
SAAAB	Targeting our most vulnerable and hard to reach pupils who are at risk of PEX, the programme centres around core SMSC values, exploring decision making and emotional regulation. Through the work of SAAAB not one single permanent exclusion was issued in the academic year of 2017/18. Working closely with the criminal justice category, Youth offending team and SAAAB to adapt a bespoke provision around TSP (thinking skills programme) which draws on the expertise of clinical and forensic psychologists.	A significant reduction in behaviour related incidents for those pupils accessing the provision A significant reduction in FTE and PEX for those accessing the provision. A significant reduction in intentional damage across the school and wider campus. An ability to maintain the status of young people accessing Northern House School and prevent PEX.
SALT	'Speech and Language Therapy' is commonly used to help people with language or communication difficulties, although it can also be used to help individuals with difficulty swallowing, eating or drinking. If the problem being experienced is	Provide workforce development, including training, coaching and modelling support for other adults. • Deliver programmes for specific groups or individuals. • Work closely with families and other professionals.

	<p>related to another difficulty such as <u>Autism</u> this is called a 'secondary' impairment. If the problem does not stem from any other disorder, for example, if a child finds social interaction problematic, it is termed a 'primary' impairment. Whatever the cause a speech and language problem can present a considerable obstacle to a young person's development.</p>	<ul style="list-style-type: none"> <li>• Support good practice in the classroom.</li> <li>• Support educational target setting and evaluation.</li> <li>• Work with others to support targeted interventions and support for children.</li> <li>• Play a vital role in working directly with the child with specific SLCN as well as support the teachers and teaching assistants to differentiate the curriculum appropriately, and provide necessary training</li> </ul>
<p><b>Catch up - Further Lit. Support</b></p>	<p>Catch Up Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. Catch Up Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes</p>	<p>Improved confidence and self-esteem with basic literacy skills. Improved attendance Improved outcomes socially, emotionally and academically.</p>
<p><b>MVR</b></p>	<p>Vehicle science and technology Diagnosing problems with motor vehicles Repairing motor vehicles Communication skills Working with others Management skills Systems and information technology Financial management</p>	<p>A more kinaesthetic approach to learning through a vocational programme of study, targeting the disaffected learners and those significantly below national expectations. There has been a reduction in the number of behaviour related incidents which has improved both attendance and academic outcomes.</p>

	Legal principles.	Working in partnership and collaboration with Kickstart, Middle and Senior Leaders to improve outcomes and opportunities post 16.
OT	<p>Occupational therapists (OTs) are regulated health care professionals who work with children in a variety of settings, including schools. As children grow and develop, they learn to do many things, including taking care of themselves, managing their school work, playing sports or developing a leisure interest/hobby. Sometimes, children have more problems than is typical for their age with motor skills. This can make everyday activities a challenge to learn and master. OTs know a lot about the development of gross and fine motor skills. Fine motor skills are important for success with daily tasks such as printing, drawing, cutting with scissors and doing up buttons and zippers. Gross motor skills are necessary for stable posture, skipping, running, catching balls and riding a bike. When children have difficulties with these daily activities because of a motor problem, it is hard to fully participate in the things they need to do, want to do, or are expected to do at home, at school and in the community. Occupational therapists can help teachers and parents better</p>	<p>Physical development includes movement skills, gross motor skills, fine motor skills and eye hand co-ordination. Children's physical development can be supported by: Providing space and some equipment for the development of movement skills and gross motor skills and adequate supervision  Providing material and equipment for the improvement of fine motor skills. Providing cooking, sewing, woodwork and other activities to enhance hand-eye coordination.</p> <p>Social and emotional development includes forming relationships, learning social skills, caring for others, self-reliance, making decisions, developing self-confidence and dealing with emotions.</p>

	understand and help these children succeed with everyday activities.	
<b>Animal Care</b>	<p>By introducing animals in to schools, a range of moral, spiritual and educational benefits for the child can be observed. Pets in schools have been found to:</p> <ul style="list-style-type: none"> <li>• Motivate pupils to learn and think</li> <li>• Encourage respect for life</li> <li>• Foster a sense of empathy and responsibility in children</li> <li>• Teach children how to nurture, care for and love all life</li> </ul>	<p>Lead to the development of hobbies and potential careers in animal care</p> <ul style="list-style-type: none"> <li>• Improve academic achievement</li> </ul> <p>Pets can also work miracles for children with special learning needs. For instance, studies have shown that sustained contact with animals in a structured learning programme can increase focused attention in children with ADHD (Attention Deficit Disorder) as effectively as such medications like Ritalin.</p>
<b>TACT</b>	<p>This is a key stage 3 and 4 variation/ adaptation of Circle time, also called group time. This refers to any time that a group of people are sitting together for an activity involving everyone. This targeted piece of work addresses current social issues and provides young people with the opportunity to discuss and explore a variety of themes and topics. The work covered supports social maturity and emotional development, it also supports social, moral, spiritual and cultural values.</p>	<p>Raised the profile of SMSC through group based discussions on topical matters explored by all participating pupils. A platform is provided for vulnerable young people to open up and talk about issues which are causing stress and anxiety. Improved attitudes to school and outcomes socially, emotionally and academically.</p>
<b>BIC</b>	<p>The 'Be Included Centre' is an alternative, less punitive approach to managing pupil's behaviour. BIC supports young people who are at risk of a fixed term exclusion and</p>	<p>Reduction in behaviour related incidents. Improved solution focussed approaches to managing pupil behaviour.</p>

	<p>enables them to access the school curriculum with additional support preventing further escalation of negative behaviours. Sessions take place in isolation from the main body of school, work is completed and activities undertaken which centre around the root cause of undesirable behaviours exhibited.</p>	<p>Increased conflict resolution through restorative justice and mediation.</p> <p>Less persistent disruptive behaviour in the classroom, enabling others the opportunity to learn and make progress.</p>
<b>TLC</b>	<p>The 'Teaching and Learning Centre' provides those young people who are vulnerable, disaffected and lacking in confidence the opportunity to access the curriculum with a higher level of nurture and support. Staff operating TLC support individuals on an ad-hoc needs lead basis. Work is undertaken during both curriculum and unstructured times of the day. Staff in TLC link with local providers, businesses and organisations in order to broaden the educational experience of some of our most vulnerable young people.</p>	<p>Improved attendance for vulnerable groups who previously may have been school refusers.</p> <p>Opportunities are provided for young people accessing TLC to build trust and positive relationships with professionals, this in turn support social, emotional and academic progress.</p>
<b>ICT Club</b>	<p>An extracurricular activity and social development programme aimed at supporting pupils who struggle to cope independently during unstructured times. A dedicated member of staff provides much need support through the medium of ICT during break and lunch.</p>	<p>Improves behaviour in and around the school during unstructured times.</p> <p>Provides an opportunity for young people accessing the club to express themselves in an environment tailored to meet their needs.</p> <p>Enables young people to form positive relationships with one another and staff, enhancing confidence and self-esteem.</p>

### **Joining the school and moving on**

We recognise that moving school can be a difficult and worrying time for pupils and their parents and carers. We have developed our admission and leaving protocols to support children and their families in making a successful and supported transition.

Once the place has been confirmed, the child and their parents/carers are invited for an initial meeting at the school. They meet with the Assistant SENCO who gives them a guided tour around the school, introduces them to staff and students and then goes through the more formal process of admission. Children, parents/carers fill in the admission paperwork, the home school agreement and the damage policy. During this meeting the Assistant SENCO will ask the child about their likes and dislikes at school, expectations and the rewards system.

After the initial visit, the child is given a modified timetable for their first week at school. Normally their first day will consist of attending the school for 1 hour. Their time is gradually built up over the course of the week finishing with a full day on Friday. Children work in our Teaching and Learning Centre so that they have specific 1:1 support for their transition. Throughout the week (with the support of their TLC mentor) they are introduced to the main body of the school and start to attend lessons. Children then start a full timetable on week 2. If a longer transition is required, the school communicates with the child and their parents/carers and a new plan is put into place.

When it comes to moving on, parents/carers are encouraged to visit all potential settings to enable them to make an informed decision regarding their child's next steps. School staff can support parents in visiting settings if they are worried or unable to access the settings unsupported.

The school works very closely with Connexions. A Connexions worker will visit the school at during Year 10 and 11 and will talk to the children about their interests and what course they would like to undertake. In addition, the school takes students to career fairs and apprenticeship shows to support them in their next steps. The child's key worker will support them in filling applications forms in and will accompany the young person to their interview if they so desire.

### **The Schools contribution to the local offer and where the LA's offer is published**

Please follows the appropriate links below.

[www.wolverhampton.gov.uk/send](http://www.wolverhampton.gov.uk/send)

**Whom to contact:**

If you are concerned about your child, please contact the class teacher in the first instance as he or she is the person who knows your child best. If you feel that you are unable to discuss the issue with the class teacher, please contact the child's Learning Director or Deputy Learning Director. If there is still an issue, please contact the Head of School or the Executive Headteacher.

If you would like to provide feedback, including compliments and complaints about SEN provision at Northern House School (City of Wolverhampton) please contact the Head of School on 01902 551564. We aim to respond to any complaints within 3 working days.

**Named Contacts for when young people or parents/carers have concerns**

Mr A Price – Executive Headteacher – Designated Safeguard Lead

Miss S Cooper – Head of School

Ms C Clarke-Putzgruber – Assistant Head - Head of Primary School

Mrs Haddon – Assistant Head – Personal development, behaviour and welfare

Mr K Green – Assistant SENCO

Mrs K Williams – Attendance Officer

This report will be reviewed and updated in September 2019