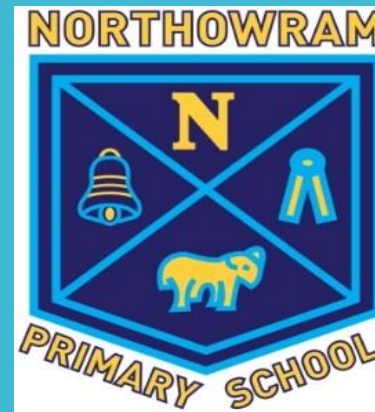


# Northowram Primary School Special Educational Needs & Disability School Information Report

Updated September 2025  
To be reviewed September 2026



# Contact Details

Headteacher	Jane Scardifield
Telephone Number	01422 202704
Address	Northowram Primary School, Baxter Lane, Northowram, Halifax HX3 7EF
Email SENCo Office	<a href="mailto:sen@Northowram.calderdale.sch.uk">sen@Northowram.calderdale.sch.uk</a> <a href="mailto:admin@Northowram.calderdale.sch.uk">admin@Northowram.calderdale.sch.uk</a>
Age Range	Nursery – Year 6 Ages 3-11
Funding	The local authority provide notional funding for children with Special Educational Needs and Disabilities and additional funding for children with high needs.
Special Educational Needs Co-ordinator(SENCo)	Amy Beanland
SEN Governor	Gail Grant

# How will Northowram Primary School support my child?

- High expectations of children with Special Educational Needs (SEN)
  - School Vision - Inspiring success beyond expectation, create an excellent school ethos of inclusion, equality and inspiration to achieve.
  - Adaptations and interventions within the classroom for children  
Adaptations are made so children can access class learning.
  - Personal learning plans (PLP) with individual targets for children on the Special Educational Needs Register. These targets will be sent to parents termly with the option for parents to meet class teachers.
  - One page plans for children who are not needing specific targets but need some adaptations to support their continued progress.
  - Smart targets bespoke to the individual child on PLPs often developed with outside agency support.
  - Interventions which ensure provision captures all 4 areas identified in the Code of Practice. These run for different time periods depending on the children's need and are evaluated at the end of the intervention cycle or on a termly basis.
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- PLP template on the left of this caption. This document is reviewed termly with parents.

# How will Northowram Primary School support my child?



- Inspiring success – engaging lessons delivered through quality teaching, monitored by senior leadership.
- Termly assessments at a level appropriate to the child's learning, results will be shared with parents on a termly basis.
- Professional dialogue during performance management meetings for teachers and management team.
- Carefully devised and developed behaviour policy
- SENCO given designated time and is a part of the leadership team.
- SENCO holds National SEN award.
- 3 additional teachers hold the National SEN award
- SENCO admin time 1 day a week.
- Dedicated team of teachers, HLTAs, TAs and nursery nurses to deliver quality teaching, support and interventions.

Copy of assessment paperwork that is sent to parents to show progress.

# How will Northowram Primary School support my child?

Outside agencies say "staff think outside the box in helping to meet children's needs, working holistically with children at the center of the decision making."

Outside agencies say "children with additional needs in our setting are treated as individuals in a friendly and kind manner."

- Staff meetings around SEN to ensure inclusion for a range of needs including, Autism, Speech and Language and Mental Health.
- Parent consultation evenings twice a year plus a written school report at the end of the academic year for all parents and families of pupils with SEND invited to make an appointment with the SENCO.
- Comprehensive annual reviews for children with EHCP plans.
- All teachers skill sets are appropriate to teach SEND children as set out in regulation 5.
- Work alongside the authority and outside agencies to aid families and young children.
- External agency training for staff.

# How will Northowram Primary School support my child- reasonable adjustments

Communication and Interaction	Cognition and Learning	Social, emotional and mental health	Sensory & Physical
<ul style="list-style-type: none"> <li>• Use of visuals – timetables, cue cards now and next boards</li> <li>• Simplified clear instructions – supported by visuals</li> <li>• Pre teaching of vocabulary</li> <li>• Chunking of information</li> <li>• Additional processing time</li> <li>• Use of alternative communication methods- communication board, PECS</li> </ul>	<ul style="list-style-type: none"> <li>• Information given on texts to allow pre reading at home.</li> <li>• Scaffolded &amp; chunked tasks</li> <li>• Classroom positioning</li> <li>• Modified homework tasks</li> <li>• Provide a completed model of the work</li> <li>• Task board/ list of steps to complete tasks.</li> <li>• Provide copies of slides on the board</li> </ul>	<ul style="list-style-type: none"> <li>• Calm Spaces within the classroom</li> <li>• Regulation time</li> <li>• Structured behaviour management plan</li> <li>• Explicit teaching of expected learning and social behaviours.</li> <li>• Positive praise</li> <li>• Individual reward system</li> <li>• Additional warnings for transitions</li> <li>• Quiet place for social times</li> </ul>	<ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Wobble cushions</li> <li>• Movement/ sensory breaks within the classroom</li> <li>• Sloping boards</li> <li>• Access to a laptop for extended writing pieces if appropriate</li> <li>• Adjustments to uniform – such as elasticated trousers, leggings instead of tights.</li> <li>• Weighted blankets, thera bands</li> </ul>

# How do we involve parents and children?

Staff say “specific PLP meetings are good for celebrating small steps of progress with pupils and parents.”

- Parent’s evenings in Autumn and Spring term.
- Children with a PLP - parents and children are invited to progress and target setting meetings with class teacher and if required the SENCO. Parents and children will be asked to contribute to this document.
- Appointments with the class teacher and/ or SENDCO between review dates to be booked with the school office.
- Annual EHCP review for children with parental and child contributions.
- SEN parent information sessions with outside agencies who are invited to share what they offer to help inform parents of what support is available.
- Parent workshops run regularly by outside agencies in the school hall. These support parents by giving strategies of how to support children with a range of needs. Parents asked to feedback on these so we can continually develop what is offered.

Staff say “workshops have been good and allowed parents to access more information.”

# How do we help children with physical needs?

- School building is fully compliant with Disability Discrimination Act and Equalities Act.
- Disabled toilets have handrails.
- Ramped access to the building.
- Access to equipment to assist writing and fine motor skills – sloping boards, a variety of pencil grips, variety of ergonomic pens and pencils and theraputty exercise programme.
- Range of ICT equipment and software.
- Touch typing programmes.
- Visits from outside agencies- co-operative environment working with other agencies and taking on board their expertise.
- Adaptations to classrooms.
- Adapted access to activities- PE equipment.
- Movement groups.
- Disabled parking spots available to support pick up and drop off.

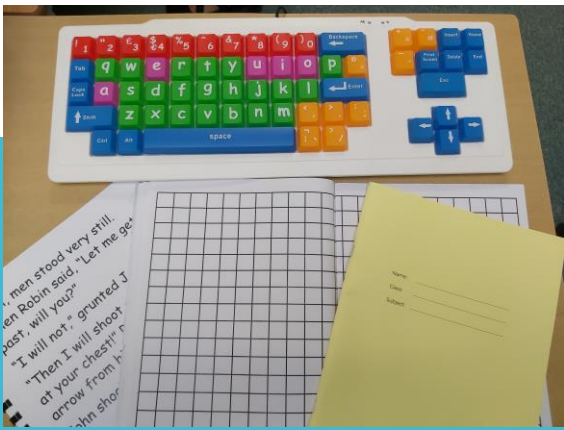


# How do we help a child with speech and language needs?

- Support by NHS SALT – staff deliver activities developed by therapists as part of NHS episodes of care.
- Group intervention sessions– Word Wizard, Speech and Language link interventions based on assessment of needs.
- Staff trained to deliver Language Legends (Key Stage 2) Chatter champs (KS1) and Chatterbox interventions (Early Years Foundation Stage) participation in these sessions is based on assessment.
- Social use of language program (SULP)
- Range of programs to support social interaction
- Staff trained to identify early needs.

Staff say “Language legends is fun and engages children whilst they are making progress.”

Staff say “feedback from the Speech Therapist and the links and resources provided are good quality.”



# How do we help a child with sensory impairment?

Outside agencies say we have supported a number of children in Northowram school. School and the SENCO have gone out of their way to make sure that the children we support have access to the curriculum, have the correct resources in place and have listened to the professional recommendations and training given from the team. This has included; reasonable adjustments, staff training as well as buying new equipment such as laptops and iPads, to enable students to have fair access.

- Close relations with outside agencies including Hearing Impairment Team, Visual Impairment Team and occupational therapy.
- Adapted classroom environment- for example seating, lighting and visual access.
- Alternative exercise books – e.g. dark lined and coloured pages.
- Outside agency – e.g. visual impairment - create additional texts and resources to access the curriculum and provide training and support with adaptations for children to access the classroom.
- Visual timetables.
- Regular training for staff from outside agencies.
- Adapted ICT equipment including matt screen laptops and coloured key boards.

Staff say "outside agency support is good and they provide guidance and good visual and practical training that is specific to our children allowing us to help them achieve."

# How do we help a child who has social and emotional difficulties?

- A Learning mentor.
- Good staff children relationships.
- Good staff parent relationships.
- Weekly PSHCE lessons.
- PSHCE interventions- including around emotional regulation.
- Access to refer to specialist services including Noah's Ark, Play Therapy, CAMHS.
- Staff trained in strategies to support children with a range of neurodiverse needs.
- Access to specialist services through Calderdale.
- Full time Pastoral Leader role.
- Mental Health First Aider
- Close relationship with post adoption support.
- Rainbows and Sunbeams Groups – when required.



Staff say learning mentor and forest school guardians have had an impact due to the careful selection of children. "It's great to see children thriving in school with different curriculum access."

Parents say "forest school has had a big impact for children allowing them to learn and explore in a different environment."

## Continued... How do we help a child who has social and emotional difficulties?

- Interventions such as Talkabout and Zones of regulation.
- Forest school 1 afternoon each week per class for Year 1 & 2, and Years 4 & 6. Monday afternoon off timetable for Forest Guardians intervention- children from across year groups.
- A member of staff trained in Drawing and Talking Therapy.
- Training for staff by external services including CAMHS on areas including anxiety & attachment.
- Social stories.
- One page plans for children on the SEND register- outlining needs and provision to help regulation.
- Senior Leadership Team members trained in positive behavior management strategies (Team Teach).

# How do we help a child who needs support with literacy?



- Quality first teaching.
- RWI phonics scheme delivered by trained staff across school in ability groupings.
- RWI phonics interventions daily.
- Specific spelling and handwriting schemes delivered by trained staff.
- Adaptations for inclusion in lessons – including word banks, sentences stems, writing frames and planning structures for extended pieces.
- 1:1 reading opportunities
- Dyslexia aware staff throughout school who use dyslexia teaching strategies.
- 2 members of staff trained in dyslexia screening
- Reading overlays and alternative exercise books.
- Individual and small group interventions delivered by trained staff.
- Rising Stars termly assessments.
- Access to specialist resources such as ACE dictionaries and Electronic spell checkers.
- Alternative ways to record work including speech to text.
- Nessy Reading and Spelling intervention

# How do we help a child who needs numeracy support?

Staff say "concrete, pictorial and abstract methods and the small steps of the Maths scheme really support children with SEND."

- Progressive White Rose Maths scheme used in whole class teaching.
- Adapted Maths lessons delivered at the level of where the children have been assessed.
- Termly Rising Stars assessments.
- CPA approach to learning – concrete, pictorial abstract methods embedded into each year group.
- Specialist training for teaching staff from outside agencies.
- Pre teaching groups for specific vocabulary and new concepts.

# How do we support a child who has medical needs?

- Individual health care plans created in consultation with specially trained staff, parents and school nurse.
- Named medical needs leader in school
- Team of trained First Aiders.
- Trained staff in defibrillator equipment and a defibrillator on site.
- Trained members of staff for diabetes.
- Mental Health First Aider.
- Specially trained members of staff who can deal with medical concerns including Epilepsy.
- Allergy information including pictures in the kitchen of children with allergies.
- Discussions and training with outside agency staff if needed.

# How do we support a child with complex needs?

- Close relations with specialist local primary schools.
- Access to the specialist cluster training
- Close relations with various outside agencies including – Early years service.
- Staff experience.
- Staff training.
- Regular attendance to cluster and authority led SENCO meetings.
- Close relations with local specialist providers.
- Continuous professional development.



# How will we meet a child's personal care needs?

- Intimate and personal care policy.
- All staff adhere to the code of conduct.
- Disabled toilet to ensure space and sensitivity for certain aspects of personal care.
- Children are given as much responsibility for personal care as is possible with the intervention by staff only occurring when absolutely necessary. Staff will only contact parents/carers in an emergency.
- Full time pastoral leader in place
- Individual care plans where required

# How do we prepare and support a child or young person for transition?



- Specialist arrangements to help with starting the school year.
- Visit to meet new staff on September training day.
- Extended visits – more opportunities to meet new staff and experience new environments other than transition day.
- Home and setting visits for new to school EYFS students.
- Transition books.
- Transition plans – made with support staff, parents, old and new teaching staff and external agencies.
- Additional transition days with secondary school, outlined by the secondary schools, with support from Primary School and with new support if in place.
- Access to Independent travel training intervention.
- Close liaison with Secondary SENCO's and support staff to ensure good exchange of information.
- Additional transport requirements if needed.

Picture to the left is an example of a transition booklet.

Parents say "transition was tailored to children's needs and coming before school starts in September really helped to lower anxiety."

# How will we develop social skills throughout the school day, especially break times?

- Lunchtime staff trained in delivering games across age ranges.
- Social analysis interventions.
- Modelling of play and conversational skills from adults.
- Clubs to promote skills such as turn taking.
- Interventions to develop social skills including speaking, friendships and play.
- Social understanding of language interventions to support social times throughout the school day.

# How do we ensure all staff are well trained?

The Senco and the school team have asked for further support if and when needed and this has included extra training when new staff have started at the school. I thoroughly enjoy working with Northowram Primary School and the SENCO and feel welcomed into the school at each visit.

- Commitment to maintain training – CPD cycle
- Regular staff meetings which incorporates Teaching Assistants and Teachers as well as the wider school community.
- Training by outside agencies for specific support and whole school regarding certain aspects – e.g. Autism
- Training cycle for Teaching Assistants.
- Regular SEND staff meetings.
- SEND training including on attachment, Autism and anxiety.
- Training by outside agencies on delivering interventions – Speech and Language and Autism.
- Attendance by SENCO at network meetings to keep up to date with latest research and developments.
- SEND governor attends authority training.

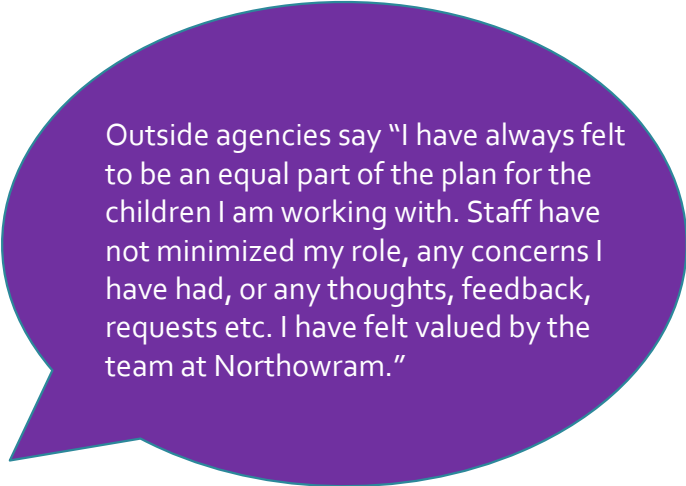
# How do we raise awareness of Special Educational Needs for parents and the wider community?

- Assemblies discuss and explore aspects of Special Educational Needs.
- Delivery of a wide range of topics in PSHCE and RSE lessons.
- Visitors to school hold assemblies or speak to classes.
- Achievements of children with SEN are celebrated.
- Peer awareness sessions – with the child's input around specific areas such as Autism.
- Parents afternoons – where outside agencies are invited to come and show parents who they are so parents are aware of support outside of school.
- SEND parent's evenings twice a year.
- <https://calderdalelocaloffer.org.uk/> the authorities Local offer.

# Which specialist services do we access beyond school?

We currently have regular contact with the following outside agencies;

- Specialist Inclusion services – which include Autism, Hearing Impairment Team and Visual Impairment Team
- Cognition and learning team
- Educational Psychologist
- Speech and Language Therapy – NHS
- Occupational Therapy
- Physiotherapy
- CAMHS Tier 2 and Tier 3
- Education Welfare Officer
- School Nursing Team
- Early Years Team
- Social Services
- Health Visitors (In the Nursery Setting)
- Hospital Consultants.
- Paediatric Consultants
- Independent Travel
- Play therapy
- Noah's Ark



Outside agencies say "I have always felt to be an equal part of the plan for the children I am working with. Staff have not minimized my role, any concerns I have had, or any thoughts, feedback, requests etc. I have felt valued by the team at Northowram."

# How do we evaluate and review the support provided?

- Termly assessments – reviewed by SENCO to oversee progress.
- PLP meetings offered termly between parents and class teacher.
- Professionals meetings.
- Team meetings.
- Annual reviews.

# How do we deal with complaints regarding our provision for children and young people with SEND?

- Meeting with parents, carers, young people and class teacher
- Meet with the SENDCO to discuss issues.
- Follow the Northowarm complaints procedure and speak to Head teacher.
- Inform the SEN team and school, parents/carers and SEN team meet.