



## Special Educational Needs Report 2018/19



Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with special educational needs (SEN). As part of the Children and Families Bill 2014, all schools have a legal duty to make available their local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND). It is a requirement that this is published and reviewed annually. The required information is set out in the [SEN Regulations](#).

At our schools we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

We have set out this document as a series of questions that we hope will make it easier for you to navigate to the information you need.

Please see attached document which summarises the SEND needs we have for this year.

### **How can I let the school know I am concerned about my child's progress in school?**

If you think your child may have special educational needs, please speak to their class teacher in the first instance, or contact Mrs M Adcock (Senco)

Additional to these members of staff, the best people to contact this year are:

- Mrs H Brand: Headteacher
- Mrs J Robertson - SEND Governor - can be contacted through the office
- Mrs S Hitchcock: Parent Support Advisor Loddon Custer - 01502 677354  
shitchcock@hobart.org.uk

If you have specific questions about the Norfolk Local Offer please look at the [Frequently Asked Questions](#).

### **What is our approach to teaching learners with SEN?**

Both schools are fully inclusive and we believe in participation for all. We want all adults and children to participate in all areas of learning and we celebrate all members of our community.

We have high aspirations of all children and aim to create learning environments that are flexible enough to meet the needs of all members of our school community and which supports them to make the best possible progress and achieve well regardless of their individual need.

We offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to make sure that all children receive the support they need to do well at school.

We continually assess progress and attainment of all learners, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

#### **How are children's additional needs identified?**

A child or young person may have a special educational need at different points in their school career. The special educational needs Code of Practice defines special education needs as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities or a kind generally provided for others of the same age in mainstream schools or post-16 institutions."

If a learner is identified as having SEN, we will make provision that is 'additional to or different from' the normal differentiated curriculum intended to overcome the barrier to their learning.

Categories of SEN include:

- Cognition and Learning (SpLD, MLD, SLD & PMLD)
- Social, mental and emotional health
- Communication and Interaction (SLCN & ASD)
- Sensory and/or Physical (VI, HI, MSI & PD)

Learners may 'fall behind' their peers for a variety of reasons that are not necessarily a special education need. They may have been absent from school, they may have attended lots of different schools and not had consistent opportunity to learn. They may not speak English very well or at all. They may be worried about different things that distract them from their learning.

At our schools we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

### **How is SEN assessed?**

Class Teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At our schools we ensure that identification and assessment of educational needs directly involves the learner, their parents/carer and their teacher. The special educational needs co-ordinator (SENCo) will also support with the identification of barriers to learning.

Some of the ways identification may occur is through:

- Liaison with pre-school/ previous school
- If the child is performing below age expectations
- Concerns raised by parent
- Concerns raised by teacher (e.g. behaviour or self-esteem is affecting performance)
- Liaison with external agencies, i.e. physical needs
- Health diagnosis through paediatrician

Parents can approach their child's class teacher at any time if they are worried about their child.

Parents are kept informed at all stages in the process of identification and assessment of needs. They are invited to meet the SENCo and participate in discussions of support planned for their child. They can obtain advice on how to help at home with any particular aspect of parenting, e.g. managing behaviour.

We have a variety of assessment methods and tools available, including:

- Phonics assessments including 'Sound Discovery' assessment materials
- Observations of the child in class/recreational times
- Reading age assessment (using Salford)
- Spelling age assessment (using Parallel Spelling Tests or Vernons assessment)
- Sandwell maths assessment

### **What specialist services and expertise are available at or accessed by the school?**

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to services universally provided by Norfolk County Council, which are described on the [Local Offer website](#).

The Loddon Cluster have also commissioned for 2018-19 support from:

- A cluster senco
- 

We can access Educational Psychologists as required.

As a partnership, we also employ 10 Teaching Assistants who deliver some of the interventions in the provision map as co-ordinated by our SENCo and Class Teachers.

Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCo.

If a child has a complex special educational need or disability they may have an Education, Health and Care Plan (EHCP). This plan specifies the type and level of support needed for the pupil. The local authority is responsible for creating the

plan through liaison with parents/carers, the pupil, SENCo and other professionals.

### **What are the different types of support available for children with special educational needs?**

Within our partnership every teacher is expected to adapt the curriculum to ensure quality first teaching and access to learning for all children in the class. The Teacher Standards 2012 detail the expectations on all teachers. [The Teacher Standards are available here.](#)

This expectation includes:

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using practical learning strategies, visual timetables, writing frames, peer buddy systems, lap tops or some alternative recording devices.
- Putting into place specific strategies (which may be suggested by the SENCo or other outside specialists) to support your child to learn, such as adapted materials/physical aids, e.g. sloped writing desks, coloured overlays, foot stools, move n sit cushions.
- Carefully planned pupil groups to enable specialist teaching.
- Using positive behaviour rewards systems.
- Deploying additional adults/Teaching Assistants to support children with additional needs within the class.

Specific group work within a smaller group of children. This group may be:

- Run in the classroom or outside.
- Run by a teacher or often a Teaching assistant, who has had training to run these groups.

These are often called intervention groups.

For children with specific barriers to learning we may seek specialist advice e.g. for speech and language therapy, occupational therapy.

In such cases, your child will have been identified by the class teacher, SENCo, or you will have raised your concerns, as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups.

- You will be asked to discuss your child's progress and needs to 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 yourself to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
- Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific specialist expertise.

**For those children whose learning needs are: Severe, Complex and Life-long**

This specified individual support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher as needing a particularly high level of individual support.

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 details about this in the [Local Authority \(LA\) based Local Offer](#).

After the school have sent in the request to the LA (with a lot of information about your child, including some from you), they will decide whether or not 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 school SEN. After the reports have been sent in, the LA will then decide if your child's needs are severe, complex and lifelong that they need a high level of support in order to make good progress. If this is

the case, they will write an Education, Health and Care Plan which will outline the type of individual/small group support your child will receive, how the support should be used and what strategies must be in place. It will also have short and long term goals for your child. An additional adult may be used to support your child with whole class learning, run an individual 1:1 programme or run small groups that involve your child.

### **How is this support funded?**

The school budget includes money for supporting children with SEND.

The local authority supplies funding to the Loddon cluster of schools. Through discussion of different school needs/the needs within the cluster by Head teachers, SENCos and Governors, the amount allocated to each school is agreed.

We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available. We have a team of teaching assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. Each class provides a provision map each term, targeting individual/group needs and identifying the interventions to be implemented.

### **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by the class teacher. As a school we track progress from entry through to Year 6 using a variety of measures including Early Years Development Stages, National Curriculum levels and Reading/Spelling ages. Pupil progress is reviewed formally every term and a National Curriculum level is given in Reading, Writing, Maths and Science. We measure progress in learning by using point scores for all the pupils (comparing progress with national expectations, age related expectations and compared with individual starting points.)

At the end of each Key Stage (i.e. at the end of Year 2 and 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Children with an identification of special educational needs or below age related expectations are usually placed on a provision map where their need is identified and any interventions we plan to support the child with their education. Parents are informed of the interventions we are using and these will be discussed throughout the year. Provision Maps are created each term based on the

ongoing assessment of need. Intervention is planned for 'all' children, not just those with SEND.

The progress of children with an EHC Plan 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 work and in any group that they take part in.

Pupils who are not making expected progress are identified through termly pupil progress meetings, which involve the Head teacher, SENCo and any other staff who have supported the child. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

The school SENCo meets with the Governor responsible for SEND each term to discuss progress. A progress report is given to Governors each term, to keep them informed and questions are invited regarding progress and provision.

#### **How do I know if the support has had an impact?**

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Before any additional provision is selected to help a child, the SENCo, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in the reviewing process. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC Plan,) the same termly review conversations take place, but the Plan will be formally reviewed annually.

The SENCo collates the impact data of interventions to ensure that we are only using interventions that work.

Progress data of learners is collated by the whole school and monitored by Teachers, the Head teacher and Governors.

Effectiveness can be measured in many ways, including the following:

- The child is successful in meeting targets (academic and social/emotional.) on the provision map.
- The child is making progress academically against national/age related expected levels and the gap is narrowing - they are catching up with their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEN register when they have 'caught up' or made sufficient progress.

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss pupil progress.

### **How does the school ensure that children with SEND are included in all activities at school, after school clubs and on school trips?**

All learners should have the same opportunity to access extra-curricular activities and School activities including residential visits. Access to after school clubs is provided as of right and individual support is organised where required. It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity.

At our schools we will be offering a range of additional clubs and activities. These change throughout the year and parents/carers will be notified what clubs are available each term.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements.

The 2010 Equality Act legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments."

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."

### **How will pupils and parents/carers in be involved in planning support?**

Our SENCo oversees all support and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEND in the class to ensure that progress in every area is made. The class teacher will communicate with parents/carers regarding progress and provision.

There may be additional adults (Teaching Assistants) within each class/year group working with children either individually or as part of a group, if seen as necessary by the class teacher. The nature and regularity of these sessions will be explained to parents when the support starts.

Other forms of communication with parents/carers, and support include:

- Planning and review meetings (annual reviews)
- Advice on how to support learning at home
- Regular contact between home and school, e.g. use of reading records, emails, texts, regular newsletters, promotion of Parent Partnership support service
- Individual parent/teacher conversations, including two formal parent consultation evenings during the year
- Parent Support Advisor

### **What support and training is there for school staff?**

We identify training needs and have a detailed training plan for teachers and support staff. Our SENCo organises SEND training, calling on the services of specialist providers where appropriate.

Where appropriate, cluster SENCos discuss and organise cluster training opportunities.

Any staff leading specific interventions have been appropriately trained either by experienced staff within the school or by an external provider.

### **What support and training for parents/carers are available?**

As a school we try to support parents with helping their children through various methods:

- Opportunities to learn alongside children
- Parent Support Advisor referrals.

**What support is in place for improving children's emotional a social development and overall well being**

We are an inclusive school and welcome diversity. We have a caring, understanding team looking after our children and believe that high self-esteem is crucial to a child's well-being.

The class teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parents' initial point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health practitioners and Children's Services, and/or the Behaviour Support Team.

**What measures are in place to prevent bullying?**

Bullying is not tolerated at our schools. We recognise that bullying can be present in different forms and we follow the procedures in our Anti-Bullying Policy for preventing and dealing with incidents of bullying.

**How accessible is the school to learners/individuals with SEN or Disabilities?**

The school is fully accessible to pupils with SEND. The school is wheelchair accessible with a disabled toilet in both of the main buildings. The school produces an annual Disability Access Plan to ensure that this provision is regularly monitored and planned for.

**What support is there for behaviour, avoiding exclusion and increasing attendance?**

The school supports children and families through robust Behaviour and Attendance Policies, with a focus on positive strategies, rewards and incentives.

- Weekly success assemblies are held, where certificates are awarded for good behaviour and effort.
- 100% attendance certificates are awarded to pupils who have managed 100% attendance over the course of a term.

Where attendance is becoming a concern:

- Parents are encouraged to discuss attendance issues with the Head teacher/parent support advisor (PSA).
- Attendance letters are sent to parents/carers of those pupils with attendance issues.
- Support is requested from the local authority attendance team when necessary.

### **What preparations are made for pupils' next steps?**

We recognise that 'moving on' can be difficult for a child with SEN and are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible.

#### **Pre-school transition:**

- Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school.

#### **If your child is moving to another school:**

- We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All necessary documents will be shared with the new teacher.
- Children will have opportunities to meet their class teacher and undertake a 'transition morning' to work within their new class in the Summer Term prior to transition.

#### **In Year 6:**

- The SENCo and Year 6 staff will meet with the High School SENCo to discuss the specific needs of your child and what provision needs to be made.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

- When children are preparing to leave us for Hobart High School, a series of transition opportunities are organised as part of the transition process throughout the year, i.e. Science days, as well as the more formal 'transition day' at the end of the Summer Term.

### **How do the schools ensure Parental/Carer Voice is heard?**

Within our partnership we pride ourselves on building positive relationships with parents/carers. We are open and honest with parents and invite them to make an appointment with their child's class teacher or the SENCo if they have concerns or questions.

Parents are asked to complete a questionnaire annually, responding on various issues including provision, communication and pupil progress.

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEN.

In the event that parents are not satisfied with the outcomes of discussions or their child's progress, parents should follow the school complaints procedure.

### **Who can parents contact for further information or advice, or seek further information regarding specific needs?**

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

[Parent Partnership](#)

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

### **Glossary of terms**

SEND: Special Educational Needs and Disabilities

SpLD: Specific Learning Difficulty (i.e. dyslexia)

MLD: Moderate Learning Difficulty.

SLD: Severe Learning Difficulty.

PMLD: Profound and Multiple Learning Difficulty

SLCN: Speech, Language and Communication.

ASD: Autistic Spectrum Disorder.

VI: Visual Impairment.

HI: Hearing impairment.

MSI: Multi-Sensory Impairment

PD: Physical Difficulty.

EHCP: Education, Health and Care Plan

SENCo: Special Educational Needs Co-ordinator