

<b>2022 Key Information</b>		
<b>SEND Coordinator (SENDCo) in School</b>		Megan Donnelly
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	<b>Telephone:</b>	01452 730531
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning &amp; monitoring the progress of children with special needs and disabilities.</i>		
<b>When was this report last updated</b>		September 2021
<b>Where to access the Local Authority's SEND Offer</b>		Website- Our School, SEND section Leaflets at the front of our school.
<i>The Local Offer provides information for children &amp; young people with special educational needs (SEND) &amp; their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health &amp; social care.</i>		
<b>Where to access the school SEND policy</b>		Website- Our School, SEND section Each class teacher has a digital copy which we can share with parents.
<i>The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements &amp; the actual practice of the school.</i>		
<b>Where to access the School Accessibility Plan</b>		School Website
<p><i>The accessibility plan should cover the below 3 areas.</i></p> <p><i>How the school will:</i></p> <ol style="list-style-type: none"> <li><i>1. Increase the extent to which disabled pupils can participate in the curriculum</i></li> <li><i>2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and</i></li> <li><i>3. Improve the availability of accessible information to disabled pupils.</i></li> </ol>		

<b>Areas of need as identified in the SEND code of practice report</b>	
Area of need	Do we provide provision for this area of need?
Communication & Interaction	3
Cognition & Learning	10
Social, Emotional & Mental Health	2
Sensory &/or Physical Needs	3

## Identification, Assessment, Provision and Review



### **Step 1- Initial concern:**

You and/ or your teacher raise concerns about your child. Concerns are discussed between parents or carers and the class teacher. The SENCO will be made aware of these early concerns.



### **Step 2- Teacher adapts:**

The class teacher adapts work and / or re- organises classroom support to help your child to make better progress.

### **Step 3- Booster support**

The class teacher and HLTAs work to support your child to make progress. This may be a half or full term timescale. School resources or expertise may be assigned to deliver this.

### **Step 4- My Plan or My Plan +**

The child's needs are assessed in further detail and a My Plan is developed with the SENCO to support your child. This may involve outside agencies. Your child may stay on a My Plan for a few months or perhaps even a few years in order to support them throughout their time in school. Only if their needs cannot be met will Step 5-7 take place.

### **Step 5- Early Help Assessment**

The SENCO arranges a TAC (Team Around the Child) meeting and specialists come along to assess the needs of the child. We may need information from you at this stage to fully understand your child. The information we collect allows us to plan carefully for the needs of your child.

### **Step 6- Education and Health and Care plan**

If it has been agreed by everyone at step 4, we will apply for an EHCP. This is where the County assess your child's needs and gives the school extra resources to support the child. This process can be lengthy and may not be agreed first time by county.

### **Step 7- EHCP is in place**

Once we have the EHCP, you will have a copy and have a chance to discuss their targets. The EHCP will be reviewed regularly with both yourself and the child to ensure the plan is supporting the child.

### Step 1: Early Identification of need:

At Norton Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has Special Educational Needs and Disability before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents/carers to enable the school to develop a My Plan and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after Baseline Assessment (at the start of Reception), the school will endeavour to:

- Use information from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify the child's skills and highlight areas for early action to support the child within the class using 'my profile/my journey'.
- Use assessments to identify what the child knows and understands, as well as to identify any learning difficulties.
- Provide regular feedback to parents/carers about the child's achievements and experiences which will form the basis for the next stages of learning.
- Involve parents/carers in developing and implementing a joint approach at home and in school.

### Step 1-3: Identifying needs by looking at progress:

The principle test of the need for SEND support is evidence that current rates of progress are inadequate. Where progress is not adequate it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of a pupil's difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways: it might for instance, be progress that:

- closes the attainment gap between the child and the peer group
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same base line but less than that of the majority of the peer group
- matches or betters the child's previous progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour

Need may be identified under 6 main categories:

1. Communication and Interaction Need
2. Cognition and Learning Need

3. Social, Emotional and Mental Health Needs
4. Physical and Medical Needs
5. Hearing Impairment
6. Visual Impairment

#### Step 4: Initial identification of need:

**My profile/My journey:** this helps a child or young person share important information in order to support those working with them to understand their preferences, goals and self-image.

**My plan:** this is put in place to support a child by addressing areas of need and writing a plan with agreed outcomes in order to meet the identified additional needs. At this point, the views of the child and their families are taken into account by being involved in the planning meeting and helping to set goals for the child/ young person.

It focuses on two/three short-term targets and includes information about the teaching strategies to be used, the provision to be put in place, resources and the review date. Plans are reviewed each short term. The review meeting is organised by the SENCO and generally attended by the class teacher, the Head, the SENCO and any TAs involved in supporting the child. Pupils, parents/carers are also invited to attend meetings to give their views on their child's progress.

At this stage, help is requested by the school, with the permission of the parents/carers, from external support agencies. Initial advice is usually sought from our Educational Psychologist, the Advisory Teaching Service or the Speech and Language Therapy Service. Advice may also be sought through the Outreach Service.

The child may be taken off SEND support if progress is now adequate, remain SEN support with a new Plan, or be recommended for My Plan+.

**My Plan +:** after **My Plan** has been in place and reviewed several times, it may be deemed necessary to widen the breadth or focus of provisions being made. If so, a decision could be made to move to a **My Plan +**. This would involve professionals/ outside agencies and would be co-ordinated by the SENCO.

#### Step 5 -7: Education, Health and Care Plans

For children and young people with more complex needs a co-ordinated assessment process using the 0-25 Education, Health and Care plan (EHC plan) will take place.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

EHC plans should be forward-looking documents that help raise ensure aspirations are high and outline the provision required to meet assessed needs to support the pupil in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Pupils with a physical disability gain access to the curriculum through my plans or EHCPs These may include adaptations to the environment or adapting teaching plans (such as during PE) so that all children can participate in all areas of the curriculum.

Once a year the EHCP will be reviewed by the SENCO and external agencies, here the provision may be adapted to support the child further.

For further guidance, refer to section 9 of the Special Educational Needs and Disability Code of Practice 2014.

### **The role played by parents/carers of pupils with SEND:**

In accordance with the SEND Code of Practice, the school believes that all parents/carers of children with SEND should be treated as equal partners. We value and accept the positive role and contribution parents/carers can make, and strive to work in full co-operation with parents/carers. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. For parents of children on the SEND register, a survey will be carried out three times a year to gather advice on improving the school provision.

At Norton Primary School, we endeavour to support parents/carers so that they are able to:

- recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the Special Educational Needs Framework
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

### **The role of the pupil:**

Pupils are encouraged to take an active role in monitoring targets. The SENCO seeks the views of each child regarding their progress at each review meeting and a discussion will take place about their thoughts of school and what they find easy or difficult. A SEND pupil survey will be carried out three times a year to gather advice on improving the school provision.

## **Monitoring and evaluating the success of the education provided for pupils with SEND**

Norton Primary School, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather relevant data, including:

- regular observation of teaching by the SENCO, Head and subject leaders
- tracking of children's work, including children with SEND
- monitoring by the SEND governor (Selina Bostock)
- maintenance of records of reading and spelling ages, National Curriculum levels and Engagement levels that illustrate progress over time
- SEND team meetings each short term to review progress and the impact of interventions
- regular meetings between the SENCO and class teachers

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

### **Access to the wider curriculum**

In addition to the statutory curriculum, the school provides a range of additional activities. These include clubs such as football, netball, cooking, choir, art and dancing, and enrichment activities. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored by the SENCO.

### The Physical environment:

The physical environment is adapted to meet the needs of our pupils wherever possible. This includes adding sun blinds for a visually impaired child or using specialist resources (as agreed with parents/carers/advisory teachers) for pupils with mobility limitations.

Visual aids including Communication Print and visual timetables support the delivery of information for all pupils

### Moving around the school:

- All parts of the school are accessible.
- There is an accessible toilet.
- Village hall is wheelchair accessible.

### Allocation of resources

Funding for SEND is received through the school budget. The separate budget allocated for those pupils with EHCPs is used to provide specialist teaching assistants and materials for individual children. Funding for administration, teaching support, other agencies and materials is provided from the school budget. SEND funding is reviewed annually.

### **Staff Training Log (also see online training) As of November 2022**

<b>Training</b>	<b>Date</b>	<b>Staff member</b>
National Award for SEN co-ordination	Feb 2015	Jane Farren
PG cert in SEND	Oct 2021	Megan Donnelly
National Award for SEN co-ordination	Jan 2022	
ADHD, anxiety and OCD	Academic Year 2021-22	Megan Donnelly
Speech and language training		
Supporting children with ADHD		
Dyslexia and Dysgraphia		
Writing a my plan		
SENCO cluster meeting		
OCD and ADHD in girls		
Social and emotional needs in EYFS		
Mental Health Lite	January 2022	John Spencer Carina Morrison Alice Mannings
How Mentally Healthy is Your School?	January 2022	Helen Frost

Meeting the Mental Health Needs of looked After Children		
L2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace 2122.	June 2022	Kimberly Bluck
Complex needs	November 2022	Becky Mann Rebecca Harris
Communication training	September 2022 November 2022	All teachers Carina Morrison Fionn Humphries
Medical awareness course	September 2022	Megan Donnelly
NELI speech and language training	Ongoing	Lois Everiss
Making sense of autism	October 2022	Rebecca Mann Becky Harris
Speech sound development	November 2022	Kirsty Spencer Fran Bussey Megan Donnelly
Understanding language	December 2022	
Expressive language	January 2023	
Neurodiversity course	November 2022	
SENCO cluster meeting	November 2022	
Social and emotional training	February 2023	Megan Donnelly
Practical ways to engage parents in supporting learning	February 2023	
SEND leaders connect	March 2023	
Supporting learners with SEND in maths	June 2023	Fran Bussey