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School Report- Special Educational Needs and Disability (SEND) Report

(This work along- side our SEN policy and Accessibility Plan)

Norton Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with special educational needs are valued and respected and are equal members of the school.

Provision for children with SEND is a matter for the school as a whole.

Admission arrangements

The head teacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit children with already identified Special Educational Needs and Disability, as well as identifying and providing for those not previously identified.

1. Identification, Assessment, Provision and Review

Early Identification

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 to enable the school to develop an IEP(Individual Education Plan) and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need after Baseline Assessment, the school will endeavour to:

- **involve parents in developing and implementing a joint approach at home and in school**
- use information from the child's previous educational experience to provide starting points for the development of an appropriate Curriculum for the child
- identify and focus attention on the child's skills and highlight areas for early action to



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support the child within the class

- use Curriculum and Baseline Agreement processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning

2. Planning and assessment

Assessment of need informs planning and provision for all pupils. For pupils with SEN/D, we plan and assess regularly, involving the pupil and parents/carers:

- Individual Education Plans are set each 6 weeks (with parents/pupil input). These detail the nature of support, time given, named adult supporting the child and clear learning outcomes for the pupil
- Provision mapping details the range of support given
- Progress is monitored with SENCO/Headteacher every 6 weeks
- The impact of interventions on learning for pupils with SEN is consistently reviewed
- Pupils are actively involved in assessing their learning-we value pupil voice
- Team SEN/D meet each term to ensure quality provision

3. Children needing SEN support

(For children without an Education, Health and Social Care plan (EHC))

The SEN/D team and class teacher provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. (See list of interventions section)



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4. For children with an EHC plan:

- Children and young people aged 0-25 with complex special educational needs and disabilities will have a single Education, Health and Care Plan;
- EHCPs will replace the current Statement of Special Educational Needs;
- This is an integrated planning process which produces a single plan of delivery to meet individual needs and improved outcomes for children and young people from 0-25 years across Health, Education and Social Care.
- An EHCP is focused on identifying the best and most appropriate means of delivering improved outcomes for children and young people;
- An EHCP is reflective of the views, aspirations and choices of children, young people and their families;
- An EHCP has clear timescales and processes to enable changes to be made when the needs of children and young people change;
- There is a clear process for the agreement and sign-off of the EHCP;
- There is a clear processes and opportunities for children, young people and their families to share their feedback on the delivery of the plan;

5. The role played by parents of pupils with SEND

In accordance with the SEN/D Code of Practice, the school believes that all parents/carers of children with SEN/D should be treated as equal partners. We value and accept the positive role and contribution parents can make, and strive to work in full co-operation with parents/carers, recognising their roles and responsibilities. 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. In order that parents/carers may play an active part in their child's development, the school provides relevant information to help them to reinforce learning at home.

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

- recognise and fulfil their responsibilities as parents 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.

Parents are invited to attend review meetings, to exchange information and support decision making. IEPs are written with parents during these meetings which include suggestions for ways in which they can help their child to work towards the targets set.



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6. Who will be working with your child?

We view your child's education as a partnership between school and home. We value your views and regularly discuss progress with you.

In school, the class teacher has overall responsibility for your child's learning. They are supported by a Teaching Assistant in the classroom who will work with different groups and individuals.

The SEND team

The Head Teacher, SENCO, lead TA (Debbie Deas) and other relevant TAs providing support work as a team. They meet formally each short term to discuss the impact interventions, look at progress and make decisions regarding SEN/D provision.

All teaching and non-teaching staff

All staff should be involved in the development of the school's SEN/D policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEN/D.

Class teachers are fully involved in providing for the needs of the children with SEN/D in their care, in setting IEP targets, and collecting additional information for the SENCO and other agencies.

Class teachers are responsible for setting suitable learning challenges, for responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Teaching Assistants, employed to support children with SEN/D, have appropriate responsibility for the child's specific needs during their time with that child. The TA should liaise with the class teacher on planning, pupil response and progress.

SEN/D provision is a whole school approach. The SENCO/ Headteacher and whole staff team are aware of your child's needs through regular professional meetings. Pupils with SEN/D have their progress targets reviewed every 6 weeks and new targets shared with the child, any adult working with them, including home. Progress targets and the journey to achieve these are discussed.

We have skilled teaching assistants throughout school who work closely with the class teacher to ensure SEN/D provision has the best possible impact on progress and learning. Individual Education Plans (IEPS) provide personalised learning for pupils with SEN/D.



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Pupils with an Education, Health and Care Plan will have a comprehensive personalised plan based around their needs. They will be supported through this plan according to needs and agreed outcomes.

7. What expertise does our school and our staff have in relation to SEN?

Areas of Expertise:

- 2 higher Level Teaching Assistants
- Autism specialists (full time in setting)
- Down's Syndrome Specialist (full time in setting)
- Apert Syndrome specialist
- Staff with Diploma in SEN/D

Training of staff

- Autism training
- Diploma SEN/D
- SENCO award
- Early years SEN/D training
- Training in a range of support programmes and computing aids
- Fizzy training
- HLTA
- Total communication (speech and language)
- Numicon (Maths)

8. What role do the governors have? What does our SEN governor do?

The Governing Body

The Governing Body monitors the school's work closely on behalf of the children with SEN/D.

Barry Lea is the link governor for SEN/D.

What can you do if you are not happy?



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In the first instance, parents' complaints about the provision or organisation of SEN/D support are dealt with through the procedures outlined in the School Complaints Policy.

If there continues to be a disagreement with regard to SEN/D provision, the LEA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents and the school.

Parents may access the Parent Partnership Service and/or the LEA disagreement resolution procedures at any time during the SEN/D process.

In disputes over statutory assessment, parents have the right of appeal to the SEN/D Tribunal.

9. Interventions

Social Skills programmes/support including strategies to enhance self-esteem

- Individual programmes for pupils based on assessment of need
- Play therapy
- Individual Education Plans to support self-esteem
- Work closely with local agencies

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Personal laptops
- Visual prompt cards
- Specialist equipment to support curriculum access (vision, hearing and fine motor support)
- Interactive, touch screen IT equipment with good quality sound and a range of programmes for pupils with additional needs

Strategies/programmes to support speech and language

- Interventions/ support from our speech and language Therapist
- Delivery of Speech and Language programme
- Talk partners
- Small group 'sound' activities including Letters and Sounds



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➤ 'Total Communication'
Mentoring activities <ul style="list-style-type: none"> ➤ Mentoring support available across the school
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs <ul style="list-style-type: none"> ➤ Occupational Therapist/Physiotherapy available (needs led) ➤ Delivery of planned programmes/ specialist equipment
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents) <ul style="list-style-type: none"> ➤ Play Therapy ➤ Referrals and links with Child and Adult mental health Service ➤ Team Around the Child meetings ➤ Planned programme of support based on needs ➤ Winston's Wish trained adults in school ➤ FAB books (home/school link)
Strategies to support/develop literacy inc. reading <ul style="list-style-type: none"> ➤ Quality teaching in all classes- planning based on personalised learning needs of the class ➤ HLTAs to support in Infant and Junior classes ➤ Small group work ➤ Individual sessions based on need (Individual Education Plans) ➤ Letters and Sounds moving to support for spelling ➤ Precision teaching ➤ Language for Thinking ➤ Better Reading ➤ Spelling grid ➤ Apples and Pears ➤ Use of ICT
Strategies to support modify behaviour <ul style="list-style-type: none"> ➤ Close links with behaviour team (when necessary) ➤ High expectations for all ➤ Individual plans set with parents to support behaviour in school and at home ➤ See school's behaviour policy
Strategies to support/develop numeracy <ul style="list-style-type: none"> ➤ Quality teaching in all classes- planning based on personalised learning needs of the class



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<ul style="list-style-type: none"> ➤ HLTAs to support in Infant and Junior classes ➤ Individual sessions based on need (Individual Education Plans) ➤ Small groups to support learning needs ➤ Numicon ➤ Number squares/number support aids ➤ Power of One/Power of Two
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> ➤ Personalised learning ➤ Individual support from TAs and HLTAs ➤ Specialist equipment ➤ After school club available to support learning needs/ curriculum access
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> ➤ Use of visual timetables ➤ Use of individual success criteria ➤ Personalised plans to support independence ➤ Achievable/ high expectations for all irrespective of need
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> ➤ High expectations for all ➤ Support for pupils (need led) at unstructured times ➤ Teaching assistant used to support based on a plan agreed with parents
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> ➤ Liaison with a wide range of professionals including: Educational Psychologist, Autism support, Speech and Language Therapist, Physical disability Team ➤ Progress meetings ➤ Additional progress meetings (each term) ➤ Structured conversations (longer, listening meetings) ➤ Meetings adapted to need (time, length...) ➤ Termly reports sent home ➤ Open door policy to discuss any issues
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> ➤ Support plans/passports for pupils with medical needs ➤ Access to the school nurse ➤ All staff diabetes trained ➤ Staff epilepsy training ➤ Staff Epi- pen trained



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