

SEND Report 2021

2019/20 Key Information		
SEND Coordinator (SENDCo) in School		Jane Farren
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<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning & monitoring the progress of children with special needs and disabilities.</i>		
When was this report last updated		September 2021
Where to access the Local Authority's SEND Offer		Website- Our School, SEND section
<i>The Local Offer provides information for children & young people with special educational needs (SEND) & their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health & social care.</i>		
Where to access the school SEND policy		Website- Our School, SEND section
<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 & the actual practice of the school.</i>		
Where to access the School Accessibility Plan		School Website
<i>The accessibility plan should cover the below 3 areas.</i>		
<i>How the school will:</i>		
<ol style="list-style-type: none"> 1. Increase the extent to which disabled pupils can participate in the curriculum 2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and 3. Improve the availability of accessible information to disabled pupils. 		
Areas of need as identified in the SEND code of practice report		
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

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/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 a Baseline Assessment, 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 and focus attention on the child's skills and highlight areas for early action to support the child within the class using 'my journey'
- 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/carers about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- involve parents/carers in developing and implementing a joint approach at home and in school, using 'My Plan' if necessary

Norton Primary School is open and responsive to expressions of concern by parents/carers and takes account of any information that they provide about the child.

Progress

The principal 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

Identification of need:

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

A graduated and integrated pathway begins to support the child which involves a person centred open conversation with families:

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 an action plan with agreed outcomes in order to meet a young person's additional needs. At this point, the views of the child/ young person and their families are taken into account by being involved in the planning meeting and helping to set goals for the child/ young person.

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.

Education, Health and Care Plans

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)

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

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, 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 aspirations and outline the provision required to meet assessed needs to support the child or young person 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

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, 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 parents/carers 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/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.

Parents/carers are invited to attend review meetings, to exchange information and make their views known. They are sent copies of their child's Plan with suggestions for ways in which they can help their child to work towards the targets set.

The school recognises the role that the Parent Partnership Service can play in providing support and information to parents/carers.

The school informs parents/carers when Special Educational Needs are first identified and regularly informs parents/carers of any changes, encouraging them to participate from the outset and throughout their child's time at the school.

Parents/carers are informed of the Special Educational Needs and Disability Policy implementation and any changes. This Policy is available to parents/carers on request and is available on the school website.

Monitoring and evaluating the success of the education provided for pupils with SEN

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 Head and subject coordinators
- success in respect of individual targets/goals
- monitoring of teachers' planning
- tracking of children's work, including children with SEND
- monitoring by the SEND governor (Selina Bostock)
- maintenance of records 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.

Monitoring children's progress

At Norton Primary School, the progress of all pupils is monitored throughout the school by the class teacher, who should keep records and provide differentiated work if appropriate. Where the teacher is concerned about a child's progress, the following procedures are followed.

Access to the curriculum

All children have the entitlement to a broad, balanced and relevant curriculum. All children with SEND are taught for all, or most of, the week with their peers in mainstream classes by their class teachers and study the curriculum appropriate for their age. Following consultation with child and parents/carers, children may be offered additional one-to-one or small group support, possibly for a specified amount of time (for example, one term). This support may involve withdrawal from part of a lesson, but the aim would be to include the pupil back in the lesson as soon as possible. All teachers and learning support staff value inclusion, and in their planning and teaching they strive to:

- provide suitable learning challenges for all abilities
- meet children's diverse learning needs by adjusting teaching styles appropriately
- plan carefully so that appropriate interventions can be incorporated to meet individual needs
- remove the barriers to learning and assessment

With the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Equality for different groups, including those with SEND, is monitored carefully.

The school acknowledges that its practices make a difference. Because of this, the staff regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Access to the wider curriculum

In addition to the statutory curriculum, the school provides a range of additional activities. These include a range of activities such as horse riding, gardening and cooking. 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 carefully.

Increasing the extent to which disabled pupils can participate in the school's curriculum

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.

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. All classrooms have a calm area for children to use. The school also has an ELSA room set up to support pupils with Social, Emotional and Mental Health Needs.

Visual aids including Communication Print and visual timetables support the delivery of information to all pupils both in the classroom and around the school.

Staff Training Log

Training	Date	Staff member
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	