

SEN Information Report 2018/9

Introduction

Welcome to Poringland Primary School's SEN Information Report 2018/9. This document outlines what support is available to learners with SEN at our school. Following a Framingham Earl cluster wide parents and carers meeting to inform future SEN provision within the cluster, the first Poringland Primary School's SEN Information Report was produced. It is updated and amended annually following discussion and contributions from parents, school and cluster staff.

This document links to the Norfolk Local Offer (http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm) if you wish to see what Norfolk offers.

Our approach to teaching learners with SEN

- All learners are of equal value.
- We recognise and respect difference.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We aim to reduce and remove inequalities and barriers that already exist.

The School has an inclusive curriculum for all students Inclusion is achieved by setting, differentiated work and additional support for selected groups of students. Other helpful documents include: Equalities policy, accessibility plan and the SEN policy.

Our staff intend to support students in achieving their potential within the school through instigating actions that empower students to feel safe and secure. Ensuring that ethos, expectations and procedures facilitate outstanding behaviour and safety is always a key goal. All staff will be proactive in preventing and dealing with incidents of bullying, discrimination and dangerous behaviour, by developing a climate where all students feel secure and cared for. Restorative

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approaches will be used to resolve issues as appropriate. To promote mental and emotional health, the team will ensure that students have access to an appropriate range of support if they feel troubled, either within school or through external agencies.

How do we identify SEN?

Some children come to our school having been to another pre-school setting or previous Primary School and are on the SEN register there, whilst some students are identified as having an SEN during their time with us. The route to identifying a child's SEN normally follows the pattern below:

- Concern raised by parent/ carer or class teacher/teaching assistant.
- Conversation between school and parents/carers takes place.
- Diagnostic assessment may take place; this can involve professionals external to the school, such as an Educational Psychologist or Advisory Support Teacher. We may also suggest you make an appointment via your GP for a medical referral.
- A plan for the young person is developed with the young person and their parents/carers.
- The plan is actioned.
- The actions are reviewed. This would generally be through termly meeting, as well as more informal ongoing dialogue.
- Currently we have 7% of children on the SEN Record

Definitions of special educational needs (SEN)

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 namely provision different from or additional to that normally available to pupils of the same age.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition, which requires special educational provision to be made, they will be covered by the SEN definition. (*Special Educational Needs (SEN) Code of Practice: for 0 to 25 years Statutory guidance for organisations who work with and support children and young people with SEN, 2014*)

Who helps us?

As a Cluster of Schools we have commissioned services from Norfolk County Council, which give us access to an Educational Psychologist and an Advisory Support Teacher.

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What are the SEN stages?

Education Health and Care Plans (EHCP)- These documents, which can be applied for from birth to 25, give children young people and their parents greater control and choice in decisions and ensuring needs are properly met.

SEN Support is the stage for all other students with SEN.

There are four categories for SEN, these are;

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

PEOPLE WHO SUPPORT CHILDREN IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who supports my child on a day-to-day basis?	Class Teacher	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that the wellbeing of all pupils in the class are nurtured and any concerns as discussed with parents/ carers and other members of staff as appropriate. • Carrying out baseline assessments in the first term of Reception Year and using this information to accurately identify areas of need • Holding an overview of each student's academic progress. • Ensuring that all children have access to a curriculum that is adapted to meet their individual needs.
How can I talk to someone about my child if I need to?	Class Teacher and SENDCo (Mrs Dewing) (Special Educational Needs and Disability Coordinator)	<ul style="list-style-type: none"> • Come in to school before or after the school day to catch the teacher or SENDCO for a brief, informal chat. • Use the child's homework diary or reading record for ongoing communications between home and school. • Phone the school. • Make an appointment through the school office if you need a longer, more private appointment.
Who are the best people to talk to in this school about my child's additional educational needs?	Mrs Dewing SENDCo (Special Educational Needs and Disability Coordinator)	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that individual children are assessed to identify specific learning needs or barriers to learning. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what they need to enable them to learn and make progress • Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists. • Maintaining a dialogue between school and parents as necessary. We also welcome telephone calls and e-mails. • Ensuring your child can be 'listened to' in order to promote a state of well-being in which individuals realise his or her abilities, can cope with the normal stresses of life and can work productively and fruitfully.

		<ul style="list-style-type: none"> • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing their progress ○ included in the process of planning ahead • Leading and co-ordinating Annual Review meetings. • Liaising with all the other people who might contribute to and support your child's learning e.g. Educational Psychologist, Access through technology team, exams officers • Liaising with the family about educational needs when a child cannot attend school for extended or regular medical needs. <p><u>Contact through school office</u></p>
	<p>Leadership Team</p> <p>Mr Dean, Headteacher</p> <p>Mr Walker, Deputy Headteacher</p> <p>Mrs Dewing, SENDCo</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all support for all children, for example alternative provision • Developing the school's provision to ensure that every child receives a consistent, high quality response to identified needs in school. • Ensuring staffing levels are appropriate in meeting the needs of your child. • Making sure that staff are provided with high quality training so they are aware of, and confident in meeting, the needs of your child and others within our school. <p><u>Contact through school office</u></p>
	<p>Mr Dean, Headteacher</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • The overall strategic development of the school • The day-to-day leadership and management of all aspects of the school. • Ensuring that the Governing Body is kept up to date about any issues arising in the school. • Gathering evidence of access arrangements requirements for public examinations. • Applying for access arrangements • Communicating results of application to parents/ carers, pupils and teaching staff. <p><u>Contact through school office</u></p>

Governing Body

Members are responsible for:

- Making sure that the school has an up to date SEN Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making visits to understand and monitor the support given to children within the school and being part of the process to ensure your child achieves his/her potential

Contact through school office

HOW WILL MY CHILD BE SUPPORTED THROUGHOUT THE SCHOOL DAY? :

Children in school will receive support that is specific to their individual needs. This will be provided by the class teacher in partnership with:

- The Headteacher
- The SENDCo
- Teaching assistants
- Staff who visit the school from the Local Authority central services e.g. Visual impairment team, Teacher of the deaf etc.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children in this school?	<ul style="list-style-type: none"> • Subject teacher input via good/outstanding classroom teaching. • Led by a teacher in collaboration with a team of teaching assistants. 	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class • 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. • Your child will be in a mixed ability class for many subjects, but some subjects are taught in ability groupings. • The teacher will plan lessons as appropriate to ensure that your child makes progress. • Teachers will set targets for each child, discussing these often with children and their progress towards their targets. • Lessons are taught using dyslexia friendly techniques. 	<p>All children in school have access to those strategies that best meet their needs</p> <p>Some children in school receive the support of a Teaching Assistant; this is dependent on their need.</p>
	Site access	<ul style="list-style-type: none"> • Poringland Primary School classrooms are fully accessible to all. 	Some students - based on need.

	<p>Specified support according to your child's need:</p>	<ul style="list-style-type: none"> • Small groups or one-to-one teaching 	<p>Some children in school receive support in small groups; this is dependent on their need. For example we provide support for children with general learning difficulties as well as those with a specific learning difficulty, such as ADD/ADHD, ASD and dyslexic tendencies.</p>
<p>How is the support funded?</p>	<p>The school receives a budget to support all students in the school, this is used for students on the SEND register at SEN or statement/EHCP level. If a child has high needs we can apply to Norfolk County Council for additional funding. If a child enters the school we can apply for Emergency Funding.</p>		
<p>How will we support your child with identified special needs?</p>	<ul style="list-style-type: none"> • Once your child's place has been confirmed by Norfolk County Council we will invite you to a parent's meeting where you will meet your child's teacher and have time for an informal chat. • The EYFS teacher meets with feeder pre-school settings in the summer term and discusses pupils who will be making the transition to Poringland School in September. • We will visit your child at the feeder pre-school setting. • Children will have two transition sessions in their new class during the summer term. • If we feel more transition sessions are needed for your child we will arrange this with you. 		
<p>How will we have a dialogue if there are concerns about your child?</p>	<p>Parents/carers</p> <ul style="list-style-type: none"> • If you have concerns about your child you should phone or e-mail the school, to contact your child's teacher. • If you are not happy that the concerns are being managed, and/or think that your child is not making progress, you should speak to the SENDCo, or to a member of the Leadership Team or Headteacher. • You can contact us at any time and ask for a meeting. • If you are still not happy you can speak to the school SEND Governor. • If we have concerns we will talk to you on the phone, contact you via e-mail and/or ask you to come in to school to meet with us. 		
<p>How is support allocated to classes?</p>	<ul style="list-style-type: none"> • Additional in-class support is decided upon once the individual needs of the child/children has been considered in the context of the whole class. 		

<p>What support is offered in addition to curriculum support?</p>	<ul style="list-style-type: none"> • During 2018/9 we can offer the following additional support sessions for students on a needs basis: • <i>Sound Discovery, Springboard Maths, using the Numicon resource where appropriate, CatchUp, Nessy, CodeX , Speed Up handwriting, Speech and Language support (as directed by a speech and language professional).</i> • Confidence building and nurturing groups to build children’s social skills, develop friendships, and develop speaking and listening skills. • A listening service to support your child with their emotional and mental health needs, through Time For You – through the Benjamin Foundation • To support inclusion of children with additional needs out of lesson time, the school will, where appropriate, allocate a trusted member of staff to help guide and support the individuals’ needs and be a ‘point of contact’ who will work with the pupils.
<p>Will your child be supported on school trips?</p>	<ul style="list-style-type: none"> • If your child is participating on a curriculum school trip we will make sure that there is adequate support to allow your child to attend, this may mean that an additional Teaching Assistant is present for the trip, that the activities are differentiated to the child’s appropriate level or that groupings are arranged to support your child. • If there is any doubt about the suitability of the trip, for example due to terrain, activity type or other external factor we will discuss our concerns with you to ensure that participation is appropriate for your child, and where possible make reasonable adjustments.
<p>What extracurricular clubs are available for your child?</p>	<ul style="list-style-type: none"> • At Poringland Primary School we offer a wide range of clubs and activities, which are open to all. Current clubs on offer are : Code Club, Choirs, Netball, Football, Drama, Dance, Cross Country, Film Club, Samba Band, Multi-Sports, Gymnastics. Further details of current clubs are available from the school office.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • All students are monitored throughout the year, teachers input assessment data every term, this is then analysed by teachers and the Headteacher in ‘Pupil Progress Meetings’. If we have any concerns we will contact you directly to discuss these concerns. • Apart from having an open door policy and encouraging constant dialogue between home and school, all parents will be invited to two formal parents’ evenings; one in the autumn term and one in the spring term. You will also receive one full report; this is a longer report that has a written description of your child’s progress. This is sent home at the end of the summer term. • All children who have an EHCP have an ‘Annual Review’ to which parents are invited. Teachers will write a report about how your child has progressed over the last year and we will also write about progress made towards meeting the annual review objectives that were set at the previous review. At this meeting we work in partnership with parents to set targets for the coming year. • Some children with SEN have a Learning Plan showing their personal targets, the target review date and the child’s progress using the “Plan Do Review” process. These Learning Plans will be discussed with parents and children each term.
<p>What support do we have for you as a parent?</p>	<ul style="list-style-type: none"> • We regard it as essential to work in partnership with parents in order to achieve the best outcomes for their child. • Parents of our school are invited to join the F7 cluster SEN parent/carer group which holds regular events (Facebook F7 families)

	<ul style="list-style-type: none">• If you would like to offer feedback on this report or take part in it's review please contact the school office.
How will we support your child when they are making significant transitions?	<ul style="list-style-type: none">• We recognise that transitions can be a challenge for our children and we take steps to ensure that every transition is a smooth and as positive an experience as possible.• During annual EHCP reviews in Year 5 we will discuss transition to High School.• Children with SEND are identified to the feeder High School, and have the offer of additional transition visits, as well as the 2 transition days for all children.• Teachers from both schools meet to share the needs of all children. The feeder High School SENDCo initiates contact with parents/ carers of children with High Needs to discuss SEN provision at High School.• We will make sure that all records about your child are passed on to new schools in advance of their arrival as appropriate.