



SEN Information Report

2016-17

“The purpose of education for all children is the same. The goals are the same but the help that individual children need in progressing towards them will be different.” (Warnock)

Introduction

Welcome to Horsford C of E VA Primary School's SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). This information is updated every year.

For more information about SEN in schools please see **The Code of Practice:**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Horsford Primary School we work together with everyone in our school community and the cluster. This information report has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our report, so please contact us if you have any comments.

The best people to contact from September 2016 are:

Veronica Beadle – SEN Governor

Tanya Kirton – SENCo Mill Lane Site

Lindsay Thurston – SENCo Holt Road Site

Kirsty Anatola – SENCo Horsford Primary

Jenni Porter – Executive Deputy in charge of SEN across the Nebula Partnership

If you have any specific questions about the **Norfolk Local Offer** please go to:

<http://www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOs/Our-local-offer/index.htm>

If you feel that your child may have SEN please speak to the Class Teacher in the first instance then contact Tanya Kirton on 01603 897938 (Mill Lane) or Lindsay Thurston on 01603 898348 (Holt Road) as the school's SENCOs.

Our Approach to Learning

At Horsford Primary School we value the abilities and achievements of all the children in our school and are committed to providing the best possible environment for learning. This policy builds on our School Inclusion Policy, which recognises the entitlement of all children to a balanced, broadly based curriculum regardless of their age, gender, ethnicity, attainment or background. Our Information Report reinforces the need for teaching that is fully inclusive and outlines the importance of the Executive Head, SENCO, Class Teachers and Governing Bodies taking responsibility for ensuring appropriate provision is made for all children with additional needs.

Aims

- To ensure that all children have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To be sensitive towards the needs of a child with additional needs and provide them with an environment which promotes self-esteem and encourages respect, both for themselves and others, where they can develop their true potential
- To ensure the identification of all children requiring additional needs provision as early as possible during their time at the school
- To ensure that children with additional needs take as full a part as possible in all school activities
- To ensure that the parents of children with additional needs are kept fully informed of their child's progress and attainment
- To ensure that children with additional needs are involved, where practicable, in decisions affecting their future educational provision

How We Identify SEN

At different periods during a child or young person's time in education, they might be identified as having a Special Education Need. The Code of Practice describes SEN as:

“ A child or young person has a 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.”

We define a child with special educational needs as one who has needs which are **additional to** or **different from** the educational provision made generally for children of their age in our schools. These difficulties may be of long-term or short-term duration and may occur at any time during a child's time at school.

Children can struggle to make progress for many reasons. They may have been absent from school, they may have attended many schools and not had a consistent opportunity for learning. Others may have EAL (English as an additional language) or may be worried or concerned about other issues, such as home life, that might distract them from their learning.

At Horsford Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are not making progress with their learning, we will intervene and support their needs. However, 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.

Our SEN profile in Key Stage Two for 2016 – 2017 shows that we have 15.5% of children identified as having SEN, and 1% of those are children with statements/EHCPs. In Key Stage One we have 14.6% of children identified as having SEN, and 1% of those are children with statements/EHCPs. In the Foundation Stage we have 17.9% of children identified as having SEN, and 2.5% of those are children with statements/EHCPs.

Overall in Horsford Primary we have 15.5% of children identified as having SEN, and 1.4% of those are children with statements/EHCPs.

Educational Health and Care Plan

From September 2014 children who would have previously been given a statement of Special Educational Needs, now will be put forward for an Education Health and Care Plan.

“A local authority must conduct an assessment of education, health and care needs and prepare an Education Health and Care plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.” Code of Practice January 2015. This is likely to be where the special educational provision required to meet the child or young person’s needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions.”

An Educational Health and Care Plan is very similar to the previous statement of Special Educational Needs. The main difference is that the support is now from 0-25 years of age for all children who attain one of the plans. Furthermore, an Educational Health and Care Plan works with all agencies meeting with the parents/carers and child. For further information see section 9 from The Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The New Categories of SEN

In the past, children diagnosed with SEN would either be considered School Action or School Action Plus. The new Code of Practice rates SEN under four new headings;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical

All children identified with SEN will now be recorded as being in at least one of those categories.

At Horsford Primary we have children with a variety of different needs ranging from Autistic Spectrum Disorder (ASD), Speech and Language difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Dyscalculia, Dyspraxia as well as children who have difficulties with retaining information due to working memory problems and global developmental delay.

To enable staff to support the children in our school they have undertaken training in a variety of areas. These include:

ASD
Speech and Language
Step On (behavioural training)
ADHD
Child Whispering

Assessment of SEN at Horsford CE Primary School

Many people are involved in identifying a learner’s difficulties. Class Teachers, Teaching Assistants, parent/carers and the learner themselves may all notice the problems a child might be experiencing towards their learning. At Horsford Primary School our assessment procedures involve the child, their parent/carer and the Class Teacher. The SENCo (Special Educational Needs Co-ordinator) monitors and oversees all assessments to make sure of that the correct provision is being found to overcome barriers to learning.

As a school we use the Rising Stars assessment programme (Years 1-6) each half term to monitor and track progress in reading, GPS (Grammar, Punctuation and Spelling) and maths. Alongside this we have the Nebula criterion scale which teachers use to assess how well the children are achieving the in-year objectives for writing, reading and maths. These are also tracked each half term. To ensure our SEN children access the curriculum at the appropriate level for their needs, they may be working on a different year group assessment.

However, for some learners we might want to seek specialist support. We have access to services universally provided by Norfolk County Council, which are described in the Local Offer website available at: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/the-local-offer>

Furthermore, through the Nebula Partnership we have commissioned other specialist support for 2016-2017 from these agencies:

Advisory Teacher

Benjamin Foundation (Time 4 U)

School 2 School Support

What we do to Support Learners with SEN at Horsford Primary School

Once a child has been assessed, various interventions, support and resources are put in place so that the child can have the support necessary to progress and overcome their barriers to learning.

These include:

1:1 support in and out of class

Small group intervention in maths and English

Fine motor skills sessions

1:1 reading

Talk Boost/Time to Talk sessions

Nurture groups – Circle of Friends to support social skills and promote friendships

Adaptation of resources (visual timetables, IT provision – clicker, dragon, writing equipment – slopes, pencil grips etc)

These interventions/provisions are planned and delivered by teachers and Teaching Assistants in line with each child's Learning Support Plan.

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for children with additional needs
- Liaising with the SENCO to decide the action required to assist the child to make progress
- Speaking to the children about what they are good at and the things they want to improve on – this links with writing Learning Support Plans for children with additional needs and reviewing these on a half-termly basis
- Ensuring that planning is appropriately differentiated
- Ensuring that time is allocated to deliver the Learning Support Plan targets to each child with additional needs
- Keeping parents informed of their child's progress on a regular basis

The Role of SENCO

The responsibilities of the SENCO include;

- Overseeing the day-to-day implementation of this report and the Code of Practice
- Keep an up to date register of children with SEN
- Co-ordinating the provision for children identified on the SEN register
- Liaising with and giving advice to fellow teachers/teaching assistants
- Overseeing children's Learning Support Plan
- Tracking and monitoring progress of children and impact of provision each half term
- Liaising with parents
- Ensure staff have up to date training to support the learners in school
- Arranging Statement/EHCP Reviews
- Liaising with external agencies e.g. Local Education Authority (LEA) support, psychological services and Health and Social Services.

The Role of the Governing Body

The Governing Body's responsibilities to children with additional needs include:

- Ensuring appropriate staffing and funding arrangements are made for SEN
- Ensuring that a high standard of provision is made for children with additional needs
- Ensuring that children with additional needs are fully involved in school activities
- Be fully involved in monitoring and reviewing this policy

Every learner, which we identify as having SEN, is entitled to a form of provision that is 'additional to or different from' a differentiated curriculum. The type of support that provision provides is dependent upon the learners' needs and what has been identified as needed to overcome their barrier to learning. This provision is detailed and outlined on a provision map which is created annually describing the interventions and support we offer as a school for our learners.

The provision map is coordinated by the SENCO's and is used by class teachers when writing Learning Support Plans.

Funding for SEN at Horsford Primary School

We receive annual funding directly to the school from the Local Authority to support the needs of all learners with SEN. The amount of funding we received for 2016 -2017 is £61,311.

Hellesdon, Horsford and St Faiths' Cluster also receives annual funding from the Local Authority to support learners with SEN, which is called a 'top-up' fund. As a cluster, we hold regular half-termly meetings to discuss SEN within the cluster. Once a term, these meetings are used to apply for additional monetary support to come from the 'top – up' fund. Each SENCo attends the meeting with applications for funding to offer extra support to those children with SEN.

Furthermore, as a cluster, we work together to organise joint training, share resources and monitor the impact and provision for learners with SEN.

How do we find out if this support is effective?

Monitoring the SEN support and provision is key to ensuring the children make good progress throughout their time at Horsford Primary School. The SENCos consistently monitor the provision for all children with SEN by following the 'assess, plan, do, review' model taken from The Code of Practice.

Furthermore, once every half term there is a Pupil Progress Meeting for SEN, which gives the class teacher an opportunity to discuss any child with SEN or any child raising concern of having SEN.

In addition to this, parents/carers and children are involved in the Learning Support Plan process, which is evaluated and reviewed every half term. These allow us to evaluate the impact that the additional support is having for learners with SEN and identify what is working effectively.

Moreover, each intervention programme that is run is recorded, with progress noted and dated and evaluated. Baseline assessments are used to compare the impact of the provision. This information is monitored by the SENCo who identifies interventions that have worked effectively and those that have not.

All extra support from the cluster is logged on an impact funding form, which is then collated and given to all head teachers in the cluster.

Progress data of all learners is collected and assessed by the teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

Parents receive details about their child's progress at Annual Reviews (if they have a statement/EHCP), Assertive Mentoring meetings and through their school reports.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Horsford Primary School in 2016 – 2017 we are offering a range of additional clubs and activities. These include:

Piano and keyboard lessons	Singing
Drum lessons	Colouring
Cycle training	Ball Skills
Recorders	Yoga
Drama	Homework
Photography	Dance
Board Games	Karate
Expressive Arts	Gymnastics
Origami	African Drumming

If you feel that your child has trouble accessing any of the above clubs, please contact the SENCo.

All staff at Horsford Primary School are aware of the Equality Act 2010. This legislation places explicit 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 ability to carry out normal day to day activities."

Section 1(1) Disability Discrimination Act 1995

This includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people who suffer from these conditions would not necessarily have SEN, but there is a definite overlap between disabled children and young people and those with SEN. Therefore, children and young people may be covered by both SEN and disability legislation.

For more information about the Equality Act please see:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Preparing for the Next Step

Transition is part of life for every learner. However, sometimes those children with SEN may find it a little more difficult than others. That is why it is important that transition is made as smooth as possible for learners with SEN.

As a split site Primary School, we know how important the transition phase is for children. That is why the communication we have in our cluster amongst the Pre Schools, SENCOs and High Schools is so important.

Our SENCO/Heads of Schools visit both of our main feeder settings to discuss the transition of all their children with SEN. Extra visits can also be organised so the children feel comfortable and familiar with the school before the change in September.

Furthermore, our three SENCOs meet regularly, to discuss those children moving up and also discussing the opportunity for extra visits.

Our Mill Lane SENCO meets regularly with the local High School SENCOs to discuss the transition arrangements for SEN children and arrange extra visits as necessary, accompanied by a Teaching Assistant.

Time is also given for class teachers to discuss those children moving into their class who are already in the school, allowing support and provision to smoothly continue with them as they make their way through the school.

Any parents/carers who have concerns about their child's transition are always welcome to come and discuss this with the SENCO by ringing the school.

Have your say

Horsford Primary School believes in developing excellent provision for all learners. This SEN Information Report declares our annual offer to learners with SEN, but in order for it to continue to be effective it needs the views of all members of our community, including parents/carers, children, governors and staff.

If you have any complaints or concerns to do with SEN provision you can contact:

Tanya Kirton (SENCo Mill Lane)

Lindsay Thurston (SENCo Holt Road)

Kirsty Anatola (SENCo Horsford Primary)

Jenni Porter (Executive Deputy in charge of SEN)

Veronica Beadle (SEN Governor)

If you are still not happy with the response you receive please follow the school's Complaints Policy.

Useful links:

www.norfolk.gov.uk/SEN

<http://www.norfolkparentpartnership.org.uk>

www.gov.uk