

NORTHREPPS PRIMARY SCHOOL



Annual Report to Parents on Special Educational Needs and Disabilities (SEND)

2015/16

Key Staff

- Our school's Special Educational Needs Coordinator (SENDCO) is Mrs Gill Leah.
- The Cromer Cluster SEND Lead/Coordinator and Specialist SEND Teacher is Sarah Walker.
- The Governor with responsibility for SEND is Alistair MacKay.

Reporting Arrangements

Northrepps Primary School reports annually to all parents on the provision for Special Educational Needs (SEN) and implementation of their disability equality scheme (D), to be collectively known as SEND.

The New Code of Practice

The SEN Code of Practice for pupils with special educational needs came into force on September 1st 2014.

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need help that is "different from" and "in addition to that" which is offered to their peers.

The new Special Educational Needs Code of Practice sets out the processes and procedures that all organisations should follow to meet the needs of children.

As part of the new SEN Code of Practice, we are required to publish our own Local Offer known as our School Information Report, outlining our SEN provision. Following consultation with parents and staff, this is published on our website and is updated at the start of each new school year. (Paper copies are available from the School Office on request.)

Northrepps Primary School's SEND Information Report is in line with the current code of practice to ensure a graduated approach that recognises that children learn in different ways and can have different kinds of Special Educational Need. It outlines how we identify SEND pupils within our school.

Children compile a Personal Profile and set targets for themselves in conjunction with the SENDCo. These are reviewed continuously by the children and shared each term with staff and parents.

Some SEND pupils may have a statement/ EHCP or require an EHCP. A statement of SEND or an Education Health and Care Plan is a legal document which describes a child's needs and how these needs should be supported. An EHCP can only be issued once a process of assessment has been carried out by the Local Authority. Statements of SEND will be transferred to Education, Health and Care Plans as they are reviewed by the Local Authority.

Children with Disabilities and Medical Needs

All children with SEN, disabilities and medical needs have access to a full academic and pastoral life at the school. When a pupil has a long term medical need, or has a condition which may require emergency treatment, a Health Care Plan is written in consultation with parents and shared with all school staff.

Details of our Access / Accessibility Plan are also available on the school website.

Number of Pupils with SEND

In consultation with parents, children with SEND have been placed on the School's SEND Register.

SEND pupils currently make up approx. 30 % of our school population.

Number of pupils with SEN 2015/2016:

Year Group	Total Number of SEND Pupils	Total Number of those SEND Pupils who have a Statement or EHCP
R	1	
1	0	
2	1	
3	3	
4	1	1
5	1	
6	2	1
Total SEND Pupils	9	

(For more detailed information on how SEND pupils are identified at Northrepps Primary School, please see the School SEND Information Report on the school website.)

Types of SEN

Type of Need	Number of Pupils
1. Communication and interaction	1
2. Cognition and learning	1
3. Social, emotional and mental health difficulties	5
4. Sensory and/ or physical needs	2

Progress of SEND Pupils 2015-16

- In Reading: 50% of SEND pupils made expected or better progress
- In Writing: 25% of SEND pupils made expected or better progress
- In Maths: 62% of SEND pupils made expected or better progress

Those children who have not yet made expected progress are being tracked individually so that their progress is recognised with respect to their starting points.

Exclusions of SEND Pupils

During the academic year 2015-16 there were no fixed term exclusions (for persistent disruptive behaviour resulting in cause for concern for the safety of the excluded child and/or other people.)

Deployment of Staff and Resources

During the academic year 2015-2016 Northrepps Primary School received £13,746 within the School SEND Memorandum.

This is used to employ staff such as teaching assistants, purchase resources and to contract traded services such as the Short Stay School, Parent Support Adviser, the Benjamin Foundation, the Cluster SEN Specialist Teacher, Forest School practitioners and the Educational Psychology Service.

The deployment of staff is reviewed continually to ensure the right intervention and provision is provided for pupils to have the greatest impact on progress. During the year teaching assistants have been deployed to support the SEND children in the following ways:

- One to one provision for learning and emotional needs.
- Supporting individual and small groups of pupils in class in Literacy and Maths.
- Carrying out phonic, spelling and reading assessments.
- Supporting pupils in class and at play times who have communication/social difficulties.

- Supporting children through speech and language intervention and practice.
- Numicon maths intervention
- Phonics intervention, e.g. Toe by Toe
- Catch Up Reading / Trackers
- Lego Therapy
- Therapy and focused learning sessions with our Sports Coach

Teaching assistants do not solely support SEN children.

We have purchased the following resources this year:

- Chrome Books
- Resources to develop the outdoor learning environment for Acorn Class
- Forest School resources
- Playground equipment

We have received £5647 via the Cromer Cluster Top-Up Fund SEND to fund:

- Lego therapy resources and delivery
- Catch-Up Literacy and Numeracy / SALT Mediation

Lego therapy has been used to address a variety of barriers to learning, e.g. self-esteem, teamwork, tolerance, speaking confidence, fine motor skills. Evaluation shows measurable increases in a range of life skills, e.g. tolerance and acceptance of others, building communication skills. Our practice has been shared with other schools which are also implementing it.

Assessment

This year we have used the following assessment materials to support the provision mapping process:

Phonics and high frequency word lists
 Salford Reading and Comprehension Test
 Sandwell Maths
 Youngs Spelling
 Boxall Profile test

Next year we are planning to work in collaboration with Erpingham Primary.

External Agencies

During the school year we have worked with the following external agencies to support pupils with SEND:

- Cromer Cluster SEND Specialist Teacher
- Speech and Language service
- Educational Psychologist
- Point One

- CAMHS
- School Nurse
- Parent Support Advisor
- Children's Services
- Short Stay School
- Young Carers

Staff development

Mrs Leah (SENDCo) has attended the Essential SENCO Network meeting each term and the Annual SENDCo Conference to keep up to date with changes and national and local SEND requirements.

Staff have received the following training: Precision, Supporting dyslexic learners, Fine Motor Skills, Supporting children with Autism, Allergy / Ashma / Epilepsy, STEPS.

There is ongoing staff development through sharing expertise within the school and beyond. Good practice is also shared with other schools in the Cluster.

Parents

Parents of children on the SEN register have been kept informed of targets and progress through Parent Consultation meetings with teachers once a term and through an annual report. The SENDCo has kept parents informed regularly of interventions and provision for their child's needs and is available to talk to parents on SEN matters on an "open door" basis one day a week or by appointment. Meetings have been arranged with parents and the external professionals supporting their child. Parents of children with a statement/ EHCP are invited to attend annual review meetings and are formally asked for their views.

SEND parents were invited to our Cromer Cluster SEND Parents' evening held on 28 June 2016, where parents were able to talk to a number of different organisations and attend workshops.

Transition

This year we have met with staff from our Pre-School and those who we feed to, in order to ensure all information for SEND pupils is transferred correctly. This has enabled us to plan for new SEND pupils and those who are moving on; to ensure any pupils who require extra transition support, such as extra visits or information pack or support programmes are well catered for. We aim to provide for our SEND pupils a smooth transition either into our school or on to the next, so that they can feel more confident about the new experiences they face.

The Cromer Cluster

All the SENDCos in the Cromer Cluster meet as a group, led by Sarah Walker at least twice a term. We support each other, share good practice and work on projects that are then developed in our individual schools. These have included:

- Developing the SEN school information report
- Organising training
- Standardising assessment in schools
- Updates in local and national SEND issues
- Continuing to develop Provision Mapping
- Transition arrangements
- Applications for funding
- Evaluating the impact of funding
- Prioritising developments
- Planning and organising the second SEND Parent Information Evening

On request Sarah Walker has visited our school to carry out observations and assessments of pupils, making recommendations on how we can best support them.

Priorities for Improvement Next Year

As a Cluster we will:

- Standardise assessment in our schools to ensure consistency.
- Monitor and further develop Provision Mapping Systems.
- Develop further ways to include pupils and parents so their voice can be heard.
- Plan another Parent Information Event.
- Develop provision and training in the area of "communication needs".
- Use School2School Support for training and other support.

At Northrepps Primary School we will:

- Monitor the progress of SEND pupils more rigorously.
- Continue to review and evaluate the effectiveness of interventions.
- Improve ways of communicating with parents.
- Identify more opportunities for staff training to support children with SEND.
- Develop ways of assessing pupils without levels.

Report completed: July 2016