

SEND Information Report and Policy for Northrepps Primary School 2016-17



Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually. The required information is set out in 2015 Special Educational Needs and Disabilities Code of Practice.

At Northrepps Primary School we are committed to working together with all members of our school community. This local offer 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 offer, so please do contact us. The best people to contact this year are:

Angie Hamilton: Headteacher
Gill Leah: SENDCo
SEND Governor: Sally Davenport
Sarah Thompson: Parent Governor

If you would like more information about the Norfolk Local Offer please look at the Norfolk County Council website: <http://www.norfolk.gov.uk/SEND>
Alternatively, if you think your child may have Special Educational Needs please speak to their Class Teacher or contact Gill Leah, our SENDCo, on 01263 579396.

Our Approach to Teaching Learners with SEND

At Northrepps Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our Teaching and Learning Policy available on our website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. All staff are committed to supporting all the children with their education and with emotional or social issues.

At Northrepps Primary School we believe that each pupil has individual and unique needs.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND 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.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn; they may not speak English very well or at all; they may be worried about different things that distract them from learning. At Northrepps Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2016-17 shows that we have 8 children identified as having SEND, including 1 child who has a statement.

25% of SEND children are identified as having SEND linked to Cognition and Learning

12.5% linked to Communication and Interaction

25% linked to Physical and Sensory

37.5% linked to Social, Mental and Emotional Health

Assessing SEND at Northrepps Primary School

Class teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At our school we ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their teacher. The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available within school and through our Cromer Cluster SEND specialist teacher.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services but these may have to be commissioned from our school budget. We have access to services universally provided by Norfolk County Council, which are described in their Local Offer directory: <http://search3.openobjects.com/kb5/ncc/directory/home.page>

The agencies used by the school include:

- Cromer Cluster SEND Specialist Teacher
- School 2 School (S2S) Support (expertise from Sidestrand Hall School)
- Speech and Language service
- Educational Psychologist
- Early Help Team
- Point One
- CAMHS
- School Nurse
- Physiotherapist
- Bereavement Counselling
- Children's Services
- Short Stay School
- Young Carers

What we do to Support Learners with SEND at Northrepps Primary School

We aim to ensure that we meet the social and emotional needs of all our learners.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Northrepps Primary School are proud of our teachers and their development. The Teacher Standards are at www.gov.uk.

Our teachers will use various strategies to adapt access to the curriculum; this might include using:

- Visual resources such as timetables
- Writing frames
- Apparatus
- Mediation
- Positive behaviour rewards system

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

We employ 4 part-time Learning Support Assistants who deliver support in class and the interventions outlined in the provision map as co-ordinated by our SENDCo. These interventions include Catch Up Reading, Toe by Toe Reading, speech & language support, phonics and handwriting. Our Parent Support Adviser also provides pastoral support to our children in the form of 1:1 sessions, Lego groups,

etc. Our Sports Coach provides bespoke interventions designed to improve motivation, coordination and learning.

This support is described on our provision map which identifies the interventions and actions that we undertake in our school for each child. Our Governors ensure that we monitor the impact of these interventions. We share our provision map with our colleagues in the Cromer Cluster so we can learn from each other and demonstrate what we offer for learners with SEND.

We plan to provide training for our staff which supports their work with the children. This year it includes:

ADHD behaviours and principles (cluster-funded)

Talkboost (cluster-funded)

Speech, Language & Communication (cluster-funded)

In addition, the SENCo attends termly Essential SENCo Network briefings which have two purposes: to keep up to date with developments in SEN; to provide two training sessions. The SENCo will also attend the annual Conference of the Essential SENCo Network (the theme this year is 'Understanding Speech, Language and Communication').

Funding for SEND

Northrepps Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we receive for 2016-17 is £18027.00

The Cromer Cluster of schools also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. The Cromer cluster funding for 2016-17 is £108,510.

Access to this funding is via an application process which this year was made in the Summer term 2016 for the year ahead. It is possible to apply for emergency funding if it is needed during the year.

The Cromer Cluster of SENDCos are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND in the Cromer Cluster please contact our Cluster SEND Lead: Sarah Walker swalker74rw@nsix.org.uk.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Northrepps Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress and next steps. If a learner has a Statement or an Education Health and Care Plan (EHCP), the same review procedures take place, but the Statement or EHCP will also be formally reviewed annually.

The SENDCo collates the impact data of interventions to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by the Headteacher, Teachers and Governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Northrepps Primary School in 2016-17 we are offering a range of additional clubs and activities. Information on these can be found on our school website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENDCo to discuss specific requirements.

Equality

All staff at Northrepps Primary School work within the Equality Act 2010. This legislation places specific 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 definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Northrepps Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child well in advance. Transition to secondary schools of children with statements or EHCPs will be discussed in the summer term of their Year 5 to ensure time for planning and preparation.

Have your say

Northrepps Primary School is your community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND Report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see the Complaints Policy on the website).

Useful links

Norfolk County Council SEND www.norfolk.gov.uk/SEND

Parent Partnership Norfolk www.norfolkSENDpartnershiass.org.uk

Department for Education www.gov.uk/education