

SEND Information Report/Policy for Salhouse V C Primary School and Neatishead C E Primary School 2016 - 2017

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 (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. Incorporated into this report is our SEND policy which identifies our values, vision and aims. We identify who is consulted, the roles and responsibilities of those involved and how we monitor and evaluate progress.

We are committed to working together with all members of our school communities. The 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:

Name of Head: Mrs Julie Church

Name of SEND Governor: Mrs Jude McGill

Name of SENDCO: Mrs Jo Edwards

Name of Parent Governors: Ms Lucy Conway and Mr Steven Powles

If you would like more information about the Norfolk Local Offer, please look at the Norfolk County Council website by clicking [here](#)

Our approach to teaching learners with SEND

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 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 at each of the schools.

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, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

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.”

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 distracts them from learning. At Salhouse and Neatishead schools 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.

The broad areas of need come under the four headings of: communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs. Staff will already be aware of some of these difficulties when the pupil first arrives at the school. In other instances, teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, which is intended to overcome the barrier to their learning

Assessing SEND at our schools

We ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENDCO) will also give support to the identification of barriers to learning. We have a range of assessment tools available in school and through the services of an SEND consultant.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services and these may be commissioned from the school budget. We have access to services provided by Norfolk County Council, such as the ASD specialist support, Child and Adolescent Mental Health service and attendance officer, Access through Technology, virtual school for Sensory support, Specialist Resource Bases (SRB), children’s therapy teams: speech and language, occupational physiotherapy and the school nurse. We have limited access to an educational psychologist who has been allocated to the cluster.

As part of the Broadland Cluster, we have also commissioned support from a SEND consultant.

At all stages of the assessment we will be contact with the parents/carers of the pupil in addition to talking to the pupils themselves.

What we do to support learners with SEND at our schools

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 (available on the gov.uk website) detail the expectations on all teachers, and we are proud of our teachers and their development. In addition to our teachers we have dedicated Teaching Assistants (TAs) who hold a variety of qualifications, and staff attend courses throughout the year to keep up to date with current thinking and new approaches.

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. This support is described on a provision map, which, although it does not detail the individual learner names, describes the interventions and actions that we undertake at our schools to support learners with SEND across the year groups. This provision map is available on our websites.

We have an additional provision map within school which records individual/group support. We modify this provision map regularly, and it changes every half term, as our learners and their needs change. We share the provision map with our colleagues in the Broadland Cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

We are committed to ensuring the well-being of all our SEND pupils. This includes having an awareness of mental health issues and ensuring bullying does not occur. Once a week an assembly takes place in which children are given the opportunity to celebrate personal achievement. 'Circle assemblies' are sometimes used to discuss pupil concerns/opinions in relation to a specific topic. The children gather in mixed age groups and the discussion is led by a Year Six pupil. The views are studied by staff and acted on accordingly.

The PATHS (Promoting Alternative Thinking Strategies) curriculum is currently being used to promote social and emotional well-being. The 'Go Givers' programme is also being followed. The aim of the programme is 'to develop caring and concerned citizens'. Each classroom has a 'worry' and 'bright ideas' box in which children can anonymously place ideas and concerns. From September 2016 the Thrive Approach will be introduced which will develop social and emotional well-being.

The World Health Organisation 2008 defined mental health as 'a state of wellbeing in which individuals realise his or her abilities, can cope with the normal stresses of life'. The schools recognise that appropriate early intervention is vital. Any staff concerns are raised and discussed with parents/ carers at the earliest possible opportunity. A child may be offered one to one support by a trained member of staff or be part of a Nurture Group. Should further support be required, in consultation with parent/carer, 'The Family Support Process' (FSP) may be initiated. This is a service to support young people and families with emerging or additional needs.

Advice may also be sought through Norfolk CAMHS (Child and Mental Health Services).

Funding for SEND

Our schools receive funding directly to the school from the Local Authority to support the needs of learners with SEND. The amount of funding allocated to Salhouse for 2016-17 is £26,681. Neatishead has been allocated £15,705. The Broadland 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. Access to this funding is via a professional SEND panel made up of representatives from schools within the cluster.

The Broadland Cluster of schools 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 cluster, please contact our co-ordinator: tracyroofe@broadlandhigh.org

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within our schools. 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. This review can be built in to the intervention itself, or it can be a formal meeting, where we all discuss progress and next steps. If a learner has a statement or an Education Health and Care Plan (EHC plan,) the same procedures may take place, but will also be formally reviewed annually or earlier if the outcome/outcomes have been achieved.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Broadland cluster so all SENDCOs in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and Governors. Our schools' and cluster's 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 our schools we are offering a range of additional clubs and activities, which can be found on our schools' web pages or by contacting the school secretaries. 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 for all

All staff 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 (P) has a disability if:

(a) P has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities." 2 Chapter 1 Part Section 6(1)

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.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please [click here](#).

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. Salhouse and Neatishead schools are 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 parents and child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5 for children with statements or EHC, to ensure time for planning and preparation.

Have your say

We are community schools. 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.

If you have a complaint

In the first instance please contact the class teacher. If you need to speak to someone else, then the SENDCO is the next person to contact, followed by the Head and then the SEND Governor.

Useful links

<https://www.norfolk.gov.uk/SEND>

Parent Partnership

<https://www.gov.uk/government/organisations/department-for-education>