

SEN Information Report for Spixworth Infant School 2017-18



Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN.) 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 SEN. The information published must be updated annually.

At Spixworth Infant 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:

Juliette Kidd - SEN governor
Heidi Jordan –Headteacher
Emma Chapman – SENDCo/Senior Leader

If you have specific questions about the Norfolk Local Offer please look at Norfolk Website. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Ms Jordan our Headteacher or Mrs Chapman our SENDCo.

Our Approach to Teaching Learners with SEN

At Spixworth Infant 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 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.

Our School Development and Improvement Plan is about developing learning for all and details plans for continued professional development (CPD) opportunities for all staff. Please see our SDIP for more information.

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 sessions with either the Headteacher or Senior staff.

How we identify SEN

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

“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. 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 SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. Some intervention groups that children take part in do not fall into this category as it is something the school offers on an annual basis.

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 Spixworth Infant 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 SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for the beginning of the Autumn term 2017 is as follows:

12% of children identified as having SEN. None have an Education, Health and Care Plan

4% of children are identified as having SEN linked to Cognition and Learning

1.6% of children are identified as having SEN linked to Social, Emotional and Mental Health

6.4% of children are identified as having SEN linked to Communication and Interaction

No children are identified as having SEND linked to Physical and/or Sensory needs

At Spixworth Infant School all staff are committed to providing the best possible care and education for all children. To support this, staff have undertaken a range of relevant training:

Neurodiversity training

Sound Discovery training

Child Whispering

Assessing SEN at Spixworth Infant School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Spixworth Infant School 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 (SENCO) will also support with the

identification of barriers to learning. We have a range of assessment tools available which we share with our cluster schools.

Some assessments to support identification of SEN will be made by other professionals e.g. the child's GP or other health services. Some assessments are made in school. These may identify specific areas for support or provide more general information that will add to a broader picture of the child's needs.

Assessments used in school include:

WellComm: for speech, language and understanding assessment

British Picture Vocabulary Scale (BPVS): for communication assessment

Neurodiversity checklist: for recognising elements of a range of specific learning needs

The school also employs an Educational Psychologist 3x yearly to complete individual assessments.

The cluster speech and language therapy team can also be referred to as required.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website.

At Spixworth Infant School we use The Short Stay School for Norfolk (Locksley School) to support us with children who have difficulties with social and emotional aspects of their learning. We refer children to Speech and Language therapy for initial and ongoing assessments and work with therapists to develop programmes. We may use an Educational Psychologist to support us and we work with a range of outside agencies such as occupational therapy to support children with all aspects of their learning.

What we do to Support Learners with SEN at Spixworth Infant School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2011 detail the expectations on all teachers, and we at Spixworth Infants are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, 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 does not detail the individual learner names, describes the interventions and actions that we undertake at Spixworth Infant School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Spixworth Infant School we share SEN information with the Sprowston Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Individual children's names are never used.

Our SEN work is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school. Regular meetings are held with the Governor responsible for SEN.

Funding for SEN

Spixworth Infant School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The notional amount of funding we received for 2017-18 is £6576.

The Sprowston cluster of schools also receive 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 Sprowston cluster funding for 2017-18 is £322,137 which is to be shared across all schools according to need. The Cluster has an agreed format for applying for 'top up' funding and Headteachers meet termly to discuss this.

All schools in the Sprowston Cluster have an agreed way of distributing funding and we also have a cluster SEN policy.

The Sprowston 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 SEN.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Spixworth Infant School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. 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 SENCO, 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 held once a term, where we all discuss progress and next steps. This may be as part of a parents evening or at a separate meeting. If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually. This will also be the case for any children who still have a Statement of Educational Needs.

The SENCO 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 Teachers, Senior Leaders and Governors. All parents/carers receive an annual report of progress in the Summer Term each year.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Spixworth Infant School in 2017-18 we are offering a range of additional clubs and activities for Year 1 and 2 children. Soccer Stars runs a club each week which is open to all children in Reception, Year 1 and 2.

Children at Spixworth Infant School also go to a number of clubs outside school. The school council surveyed the children and the types of clubs they go to. These can be found below

Beavers
Rainbows
Horse riding
Swimming
Football
Gymnastics
Dance

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

All staff at Spixworth Infant school are aware of 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

At Spixworth Infant School we recognise that children with SEND can be more likely to experience bullying. We also recognise that all children need support to develop their Personal, Social and Emotional skills. Our curriculum has a clear emphasis on developing the whole child and is proactive in preventing bullying through:

School Core Values: Safety, Teamwork, Achievement, Respect, Stimulating
Anti-bullying Policy

PSHE curriculum three themes: Health and Wellbeing; Relationships; Living in the Wider World

Philosophy sessions (weekly)

Learning Circles (children supporting each other to develop a growth mindset)

Assembly content

School Council including UN Rights of the Child work
Mental Health awareness week
Anti-bullying week
Buddies (specifically used to support transition between schools)
1:1 support where a need is identified

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. Spixworth Infant 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 SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to junior schools will be discussed in the summer term of their Year 1, to ensure time for planning and preparation.

Complaints

Any parent/carer who wants to make a complaint about the SEND provision made for their child should initially contact the Class teacher. After this initial contact, it may be appropriate to discuss the matter with the SENDCo/Headteacher. If the complaint is not resolved the Chair of Governors will be informed following the school's Complaints Policy.

If a parent considers the school has not resolved the complaint satisfactorily, s/he can contact the Director of Children's Services.

Have your say

Spixworth Infant School is our community school. Together we can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to review our provision for SEN and plan next steps. Our annual review of this report will take place in the Summer Term. If you want to take part, please telephone or email the office: 01603 898483 office@spixworth.norfolk.sch.uk

The views of learners will also be sought to support this review. Whole school, general pupil questionnaires and specific, pupil voice questionnaires will be used for this purpose.

Useful links

www.norfolk.gov.uk/SEN

www.norfolkparentpartnership.org.uk

www.dfe.gov.uk

www.norfolk.gov.uk/children-and-families/send-local-offer

www.legislation.gov.uk/ukpga/2010/15/contents (Equality Act)

www.gov.uk/government/publications/send-code-of-practice-0-to-25 (Code of Practice 0-25 years)

Children and Young People Health Services: 0300 300 0123