

Sprowston Cluster

Special Educational Needs and Disabilities (SEND) Policy



Academic year 2016 - 2017

A collaboration of schools in the Sprowston area

Cecil Gowing Infant

Falcon Junior

Garrick Green Infant

Hainford & Frettenham
Partnership

Hall School

Lodge Lane Infant

Old Catton Junior

Sparhawk Infant and Nursery

Spixworth Infant

Sprowston Community High

Sprowston Infant

Sprowston Junior

White Woman Lane Junior

Woodland View Junior

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CLUSTER SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

RATIONALE

The Sprowston Cluster of schools is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all. We have developed this as a Cluster Policy in order to give a consistent response to all children and families in our care. The Sprowston Cluster promotes the following:

- Ensuring safety and security for all
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution.

CONTEXT

The SEND Policy is a key element of the Sprowston Cluster's policy framework for supporting the needs of all children and young people between the ages of 3 and 18 years. It was originally written in 2013 to reflect the introduction of new arrangements in Norfolk with regards to the delegation of SEND finances to clusters of schools and the provisions of the Equality Act 2010. It was revised and updated in September 2015 to take account of changes in the legal framework: Children and Families Act 2014, SEND Regulations 2014 and statutory guidance contained in the SEND Code of Practice: 0 to 25 years 2015. In addition, the policy is responsive to changes in the Ofsted inspection framework as well as the sharpened focus on the needs, aspirations and engagement of children and young people with learning difficulties and/or disabilities, and their families.

There is an emphasis across the public sector upon more collaborative and partnership working between local authorities and the Primary Care Trust (PCT), through the development of joint commissioning, Child and Adolescent Mental Health Services (CAMHS) and the East Coast Community Healthcare (ECCH).

Provision for the support of pupils with SEND at operational level is the responsibility of the Headteacher of each school within the Cluster. SEND Policy documents are available on the respective School's website and should be read in conjunction with this policy.

PRINCIPLES UNDERPINNING THE SEND CODE OF PRACTICE

All those working with disabled children and young people and those with SEN **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents and carers;
- the importance of the child or young person, and the child's parents and carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions; and
- the need to support the child or young person, and the child's parents and carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the participation of children, young people, their parents and carers in decision-making;
- the early identification of children and young people's needs and early intervention to support them;
- greater choice and control for young people and parents and carers over support;
- collaboration between education, health and social care services to provide support;
- high quality provision to meet the needs of children and young people with SEND with high aspirations and expectations;
- a focus on inclusive practice and removing barriers to learning; and
- successful preparation for adulthood, including independent living and employment.

VISIONS AND AIMS OF THE SPROWSTON CLUSTER

- To provide the best quality of life possible to all children and young people including the most vulnerable in our society.
- To value all children and young people equally, with the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours.
- To empower all children and young people so that their voice is heard and heeded in decisions made about themselves.

- To ensure all parents and carers are partners in meeting the needs of their children.
- To recognise and meet the diverse needs of children and young people through a range of flexible, responsive and varied provision.
- To make certain that there is a transparency in the provision of services for children and young people who are disabled or who have special educational needs (SEN).

A DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

The SEND Code of Practice: 0 to 25 years (2015) uses the following as a definition of SEN:

'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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' (p15-16).

THE DEFINITION OF DISABILITY

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

In the Act, 'physical impairment' includes sensory impairment and 'mental impairment' includes learning difficulties as well as impairment resulting from or consisting of a mental illness.

The definition can include a wide range of impairments, including hidden impairments such as Dyslexia, Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), and Attention Deficit Hyperactivity Disorder (ADHD).

Having an impairment does not **of itself** mean that a pupil is disabled. It is the impact on the individual's ability to carry out normal day-to-day activities that has to be considered. The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Medical conditions
- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Discrimination arising from disability (Equality Act 2010)

- (1) A person (A) discriminates against a disabled person (B) if:
 - A treats B unfavourably because of something arising in consequence of B's disability; and
 - A cannot show that the treatment is a proportionate means of achieving a legitimate aim.
- (2) Subsection (1) does not apply if A shows that A did not know, and could not reasonably have been expected to know, that B had the disability.

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a parent or carer of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

More information about the Equality Act, and how you can obtain copies of the Act, can be found on the Government Equalities Office website:

<http://homeoffice.gov.uk/equalities/>

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Special Educational Needs and Disability Act (SENDA) 2001, the Sprowston Cluster schools will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. We will empower parents and carers to make an informed decision about the most appropriate setting for the holistic care and learning development for their child.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS (SEN)

All schools within the Sprowston Cluster have a clear approach to identifying and responding to SEN (*see the SEN Policies and Information Reports on individual school websites*).

Schools assess each pupil's skills and levels of attainment on entry and continue to make regular assessments of their progress. Careful tracking seeks to identify pupils making less than expected progress, for example:

- progress which is significantly slower than that of others of the same age starting from the same baseline; or
- progress which fails to match or better the pupil's previous rate of progress; or
- progress which fails to close the attainment gap between the pupil and their peers; or
- where the attainment gap between the pupil and their peers widens.

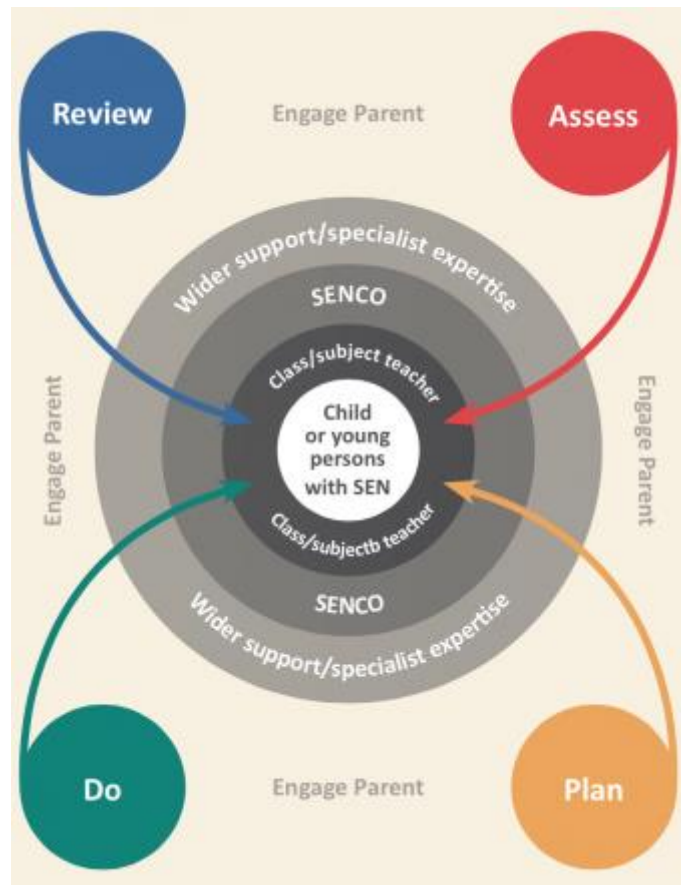
The first response should be high quality teaching targeted at the pupil's area of weakness. Where progress continues to be less than expected the teacher, working with the Special Educational Needs Co-ordinator (SENCO), will assess whether the child has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all information gathered from within the school, the views and experience of parents and carers and the pupil alongside national data and expectations of progress. This should include specific and accurate formative assessment using effective resources. For higher levels of need, schools have arrangements in place to draw on more specialised advice from external agencies as appropriate.

The SEND Code of Practice: 0 - 25 years (2015) identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Where a pupil is identified as having SEN, parents/carers must be formally notified and schools will take action to remove barriers to learning and put effective educational provision in place. This SEN provision takes the form of a four-part cycle - **Assess, Plan, Do, Review** - and is known as the 'graduated response'. This is illustrated on the following page.

THE GRADUATED RESPONSE



REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If issues persist then the school or parents and carers should consider requesting an Education, Health and Care needs assessment. This may result in the production of an Education, Health and Care Plan (EHCP). Further information about EHCPs can be found on the Norfolk County Council website: www.norfolk.gov.uk/SEND

TRANSITION

Whenever any pupil transfers to another school/setting, including special schools, the home school will pass on all relevant information. In addition, for SEND pupils, there will also be dialogue between the class teacher and/or SENCO and/or Headteacher and a senior member of the receiving school's staff.

ROLES AND RESPONSIBILITIES

The Cluster SEND Co-ordinator

The Cluster SEND Co-ordinator hosts half-termly meetings with all SENCOs to support the development of cluster working and to lead on the framework for cluster operation to build capacity within individual schools and across the Cluster. The Cluster SEND Co-ordinator organises the agenda for the Cluster SEND meetings and ensures paperwork is distributed. An ongoing process of provision mapping across the schools in the Cluster is undertaken to project the level of need, identify any patterns of provision and be proactive in training and resource implications. The Cluster SEND Co-ordinator will manage effective systems to ensure transparent and equitable distribution of Cluster SEND resources to provide support when and where it is needed.

The Cluster Finance Head

The Cluster Finance Head will keep an overview of the current spending of SEN High Needs 'top up' funding for SEND, facilitate discussion on self-evaluation and value for money, evidenced in impact and outcomes for individual learners. The decision making for distribution of funding is equally shared amongst all schools. Information about notional SEN funding for each school, and the amount available to the Cluster are available on the following website:
<http://efs.norfolk.gov.uk/BudgetShare/>.

The Governing Body

The Cluster Governing Body, in co-operation with the Headteachers, determines the Sprowston Cluster policy and approach to provision for children with SEND. The Cluster Governors oversee the spending arrangements recommended by the Cluster Chair as a result of a group decision.

In each school in the Cluster, the Governing Body must report to parents and carers annually on the Cluster's policy on SEND. The Governing Body will nominate a governor with responsibility for SEND. The SEND governor will liaise regularly with the school's SENCO and report back to the full Governing Body.

The Headteacher

The Headteachers in the Sprowston Cluster will form the decision making group regarding funding and resourcing. The Headteacher has responsibility for the day-to-day management of all aspects of their school's work, including provision for children with SEND. The Headteacher should keep their school's Governing

Body fully informed and also work closely with the SENCO. The Headteacher will take recommendations and reports to the Cluster Head SEND meetings where additional funding is requested.

The SENCO

The SENCOs in the Cluster will form the implementation or operational group. The SENCO, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND. Key responsibilities are:

- Overseeing the day-to-day operation of the Cluster SEND policy.
- Co-ordinating provision for children and young people with SEND.
- Liaising with and advising other teachers.
- Managing Teaching Assistants/the SEND team.
- Administering the records of all children and young people with SEND.
- Liaising with parents and carers of children and young people with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the educational psychology and specialist support services, health and social services, and voluntary bodies.
- Working with the Cluster SENCOs to support all learners within our community of schools.

The Teaching Staff

All teachers actively seek to adapt the curriculum to meet the needs of pupils with SEND. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process. This is in line with the principle that **all** teachers are teachers of pupils with SEND through quality first teaching and in line with the Ofsted Common Assessment Framework 2015.

Teaching Assistants (TAs)

TAs work with the SENCO in providing support for children and young people with SEND across the school. They liaise with class teachers, maintain records of the children and young people they work with, and attend reviews and meetings as requested.

The Role of Parents and Carers of Pupils with SEND

In accordance with the SEND Code of Practice 2015, the Sprowston Cluster believes that all parents and carers of children with SEND should be treated as equal partners. The Cluster has positive attitudes to parents and carers, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents and carers will be supported and enabled to:

- recognise and fulfil their responsibilities as parents and carers and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated; and
- have access to information, advice and support during assessment and any related decision making processes about SEND provision.

Parents and carers are involved in supporting the target setting process for individual support through documents such as Individual Education Plans (IEPs) or Pupil Passports, and their views are sought for reviews. We encourage active participation of parents and carers by providing guidance on how they can support their child's learning at home. We value the contribution that parents and carers make and the critical role they play in their child's education. All parents and carers will be provided with additional information about SEN via the SEN Report for each school - which will be in addition to this policy - to demonstrate the provision within their own setting. Information regarding provision for pupils with disabilities can be found in a school's Accessibility Plan.

Additional information and/or leaflets are available on request. In accordance with the schools' 'Open Door' policy, parents and carers are encouraged to contact the SENCO as needed either by telephone, email or appointment.

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to any individual education plans. This will be achieved through a variety of different approaches as appropriate to the age and maturity of the pupil.

Relationships with Outside Agencies

The Sprowston Cluster believes in multi-agency working. This includes Educational Psychologists and Specialist Advisory Teachers; health professionals such as the school nurse, doctors, Speech and Language Therapists, Physiotherapists and Occupational Therapists; specialist medical services; social services; and voluntary organisations. We will provide them with any relevant information requested, having discussed this first with parents/carers to ensure permission, and may carry out specialist programmes recommended by them in school.

MONITORING AND EVALUATING THE SUCCESS OF THE POLICY

This policy will be monitored and evaluated by the SENCO, governors, staff and Headteachers from each school.

The policy should be read in conjunction with all other school policies, for example:

- Equal Opportunities Policy (including the Single Equality Scheme)
- Accessibility Plan
- Teaching and Learning Policy
- Assessment Policy
- Behaviour Policy
- Safeguarding Policy
- Complaints Procedures

Policy date: November 2016

Review date: This policy will be reviewed in the academic year 2017-2018.

APPENDICES

Contacts - Cluster Schools

School	SEN(D)Co	Telephone	Email
Cecil Gowing Infant www.cecilgowinginfant.co.uk	Isabel Stubbs	01603 429564	head@cecilgowing.norfolk.sch.uk
Falcon Junior www.falcon.norfolk.sch.uk	Jane Ward	01603 441417	jward5nrx@nsix.org.uk
Garrick Green Infant www.garrickgreen.co.uk	Lisa Sturman	01603 409078	senco@garrickgreen.norfolk.sch.uk
Frettenham & Hainford Primary Partnership www.frettenham.norfolk.sch.uk	Mary Board	01603 737405	marypearse@rocketmail.com
Hall School www.hallschoolnorfolk.co.uk	Keith McKenzie	01603 466467	head@hallschool.norfolk.co.uk
Lodge Lane Infant www.lodgelaneschool.co.uk	Andy Tovell	01603 413946	head@lodgelane.norfolk.sch.uk
Old Catton C of E Junior www.oldcatton.norfolk.sch.uk	Bekki Hewitt	01603 426973	senco@oldcatton.norfolk.sch.uk
Sparhawk Infant & Nursery www.sprowstonsparhawk.norfolk.sch.uk	Ben Wilson	01603 406406	senco@sprowstonsparhawk.norfolk.sch.uk
Spixworth Infant www.spixworth.norfolk.sch.uk	Heidi Jordan	01603 898483	head@spixworth.norfolk.sch.uk
Sprowston Community High www.sprowstonhigh.org/cms	Liz Wood	01603 485266	woodl@sprowstonhigh.org

Sprowston Infant www.sprowstoninfant.norfolk.sch.uk	Emma Wyatt	01603 429001	deputyhead@sprowstoninfant.norfolk.sch.uk
Sprowston Junior www.sprowstonjunior.norfolk.sch.uk	Liz Clark	01603 425150	senco@sprowstonjunior.norfolk.sch.uk
White Woman Lane Junior www.whitewomanlane.norfolk.sch.uk	Bekki Hewitt	01603 419203	senco@whitewomanlane.norfolk.sch.uk
Woodland View Junior www.woodlandview.norfolk.sch.uk	Heallen Payne	01603 89829	hpayne9nrq@nsix.org.uk
Cluster SEND Co-ordinator	Amanda Roper	Messages c/o 01603 409078	aroper7vrq@nsix.org.uk

Other useful contacts/links

Norfolk County Council - Children's Services: SEND information and guidance www.norfolk.gov.uk/SEND

Asperger East Anglia, Charing Cross Centre 17-19 St John Maddermarket, Norwich NR2 1DN ☎ 01603 598940/620500

Autism Education Trust www.autismeducationtrust.org.uk

British Dyslexia Association www.bdadyslexia.org.uk

Down's Syndrome Association www.downs-syndrome.org.uk

Dyslexia-SpLD Trust www.thedyslexia-spldtrust.org.uk

Dyspraxia Foundation www.dyspraxiafoundation.org.uk

Norfolk Parent Partnership www.norfolkparentpartnership.org.uk

Cluster Screening and Assessment Tools¹

Numeracy
Sandwell Early Numeracy Test Revised (SENT KS1) GL Assessment Age Range: 4-8 Sandwell Early Numeracy Test (SENT KS2/3) GL Assessment Age Range: 8 and above
Single Word Reading
Single Word Reading Test (SWRT) GL Assessment Age Range: 6-16
Sentence Reading
Revised Salford Sentence Reading Test (SSRT) Hodder Education Age Range: 4.5-13
Reading Comprehension
Diagnostic Reading Analysis (DRA) Hodder Tests Age Range: 7-16
Spelling
Single Word Spelling Test (SWST) GL Assessment Age Range: 6-14
Handwriting
Teach Handwriting - online assessment of developmental handwriting difficulties and interventions to remediate http://www.teachhandwriting.co.uk Resources aimed mainly at primary age range but some also applicable to older children who continue to have difficulties in this area Detailed Assessment of Speed of Handwriting (DASH) Pearson Age Range: 9-16
Phonological Awareness
Phonological Awareness Battery (PhAB) GL Assessment Age Range: 6-14

¹ This list is indicative of the assessment toolkit we would aspire for every school in the cluster to have ready access to - some may be shared across schools/the cluster.

Working Memory
Test of Memory and Learning 2 (TOMAL2) Pro-Ed Age Range: 5-60
Verbal Abilities
British Picture Vocabulary Scale 3 (BPVS3) GL Assessment Age Range: 3-16
Non-verbal Abilities
Raven's Coloured Progressive Matrices (CPM) Pearson Age Range: 5-11
Dyslexia screener
Lucid Rapid - Dyslexia Screener Lucid Research Ltd Age Range: 4-15
Visual screener
Visual Stress Assessment Pack: School Edition Crossbow Education Age Range: 4-16
Social, Emotional and Behavioural Needs
The Boxall Profile Handbook (Revised) The Nurture Group Age Range: available for primary and secondary aged pupils <i>Strengths and Difficulties Questionnaires (SDQ)</i> http://www.sdqinfo.com Age Range: 3-16
Speech and Language Skills
WellComm Toolkit (Revised) GL assessment Age Range: 6 months - 6 years

Sprowston Cluster SEND Profile²

Total on roll across Cluster schools	Number on SEN Support	%	Number with EHCP/Statement	%
3695	383	10%	83	2%

Department for Education (DfE)

Special Educational Needs in England: January 2016

Information from the school census on pupils with special educational needs (SEN), and SEN provision in schools.

Total on roll across all schools in England	Number on SEN Support	%	Number with EHCP/Statement	%
8,559,540	1,228,785	14.4%	236,805	2.8%

² Figures are an approximation based on information available at time of producing this report; therefore these are not presented as accurate throughout 2016-2017 academic year

Sprowston Cluster SEND Provision Map: Early Years and Primary

The following pages represent a range of interventions used across schools in the cluster – not all are available in all schools. The intervention used with an individual child will be in order to meet the specific needs of that child, and so not all interventions will be appropriate. The school SEN(D)CO will use her/his professional judgement about which intervention is best suited at any given time for a child in consultation with parents/carers.

Communication and Interaction

Targeted speech support	Targeted language support	Social communication and interaction skills
<ul style="list-style-type: none"> Talking Partners 	<ul style="list-style-type: none"> Language for Thinking 	Due to the crossover with interventions around social and emotional development, these are listed on the next page.

Cognition and Learning

General cognition and learning	Targeted literacy support: Phonics/Reading	Targeted literacy support: Spelling	Targeted literacy support: Writing	Targeted literacy support: Integrated	Targeted numeracy support
<ul style="list-style-type: none"> Auditory short-memory intervention Brain Gym Clicker 5 	<ul style="list-style-type: none"> Lexia Catch Up Sound Discovery Nessy PAT TRACKS 	<ul style="list-style-type: none"> Starspell SIDNEY 	<ul style="list-style-type: none"> Speed Up! 	<ul style="list-style-type: none"> Read Write Inc Project X Fresh Start Acceleread/Accelewrite 	<ul style="list-style-type: none"> Maths Whizz Numicon Norfolk Number Fixer Catch Up Numeracy

Social, Emotional and Mental Health Difficulties

Social, Emotional and Behavioural

- Positive Play
- Confidence through Craft
- Time For You
- Mindfulness
- Music Therapy
- Circle of Friends
- Play Leaders

Sensory and/or Physical

Sensory and/or Physical

- Fine Motor Skills groups
- Clicker 5
- Fizzy Training Programme (OT recommendations)

Equipment provided to support pupils with Sensory and/or Physical difficulties

- Overlays
- Wobble cushion
- Pencil grip
- Writing slope
- Seat wedge
- Dycem fixer
- Microphones
- Headphones
- Laptop

Sprowston Cluster SEND Provision Map: Secondary

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory Needs
Year 7	<p>Y6 Additional Transition Days (SEND) English/Maths Intervention Groups in place of MFL (targeted literacy and maths support) Humanities Nurture Group (targeted literacy support and organisation with a focus on social interaction) Dyslexia Support Learning 1:1 and small group Support Provision of overlays and coloured exercise books Provision of SEN laptops Dyslexia screening Dyscalculia screening Assertive Mentoring Before school/lunchtime access to learning</p>	<p>Y6 Additional Transition Days (SEND) Humanities Nurture Group (social and communication skills) Colourful Semantics Assertive Mentoring LSA in class support TITAN</p>	<p>Y6 Additional Transition Days (SEND) Humanities Nurture Group (social skills and confidence) Access to small group work (Compass) School Counselling (Compass) Support getting into lessons (ARC/Compass) Academic/emotional support when unable to access lessons (Compass) Behaviour Support and Mentoring (Base/Link) Assertive Mentoring Support with medication (School Health Practitioner) Attendance Support TITAN Peer Supporters (Compass)</p>	<p>Y6 Additional Transition Days (SEND) Rooming adjustments to ground floor classrooms Adjusted TT with additional rest time in the ARC Provision of SEN laptops Adapted furniture Liaison with Sensory Support and Occupational Therapy Health and Care Plans and support with medication Support with physical needs such as splints Access to Adapted Games events LSA in class support and support with movement around school TITAN</p>

	resources and LSA support (ARC) LSA in class support TITAN			
Year 8	English/Maths Intervention Groups in place of MFL (targeted literacy and maths support) Dyslexia Support Learning 1:1 and small group Support Provision of overlays and coloured exercise books Provision of SEN laptops Dyslexia screening Dyscalculia screening Assertive Mentoring Before school/lunchtime access to learning resources and LSA support (ARC) TITAN	Assertive Mentoring LSA in class support TITAN	Access to small group work (Compass) School Counselling (Compass) Support getting into lessons (ARC/Compass) Academic/emotional support when unable to access lessons (Compass) Behaviour Support and Mentoring (Base/Link) Assertive Mentoring Support with medication (School Health Practitioner) Attendance Support TITAN Peer Supporters (Compass)	Rooming adjustments to ground floor classrooms Adjusted TT with additional rest time in the ARC Provision of SEN laptops Adapted furniture Liaison with Sensory Support and Occupational Therapy Health and Care Plans and support with medication Support with physical needs such as splints Access to Adapted Games events LSA in class support and support with movement around school TITAN
Year 9	English/Maths Intervention Groups in place of MFL (targeted	Assertive Mentoring LSA in class support TITAN	Access to small group work (Compass) School Counselling (Compass)	Rooming adjustments to ground floor classrooms

	<p>literacy and maths support)</p> <p>Dyslexia Support</p> <p>Learning 1:1 and small group Support</p> <p>Provision of overlays and coloured exercise books</p> <p>Provision of SEN laptops</p> <p>Dyslexia screening</p> <p>Dyscalculia screening</p> <p>Assertive Mentoring</p> <p>Before school/lunchtime access to learning resources and LSA support (ARC)</p> <p>LSA in class support</p> <p>TITAN</p>		<p>Support getting into lessons (ARC/Compass)</p> <p>Academic/emotional support when unable to access lessons (Compass)</p> <p>Behaviour Support and Mentoring (Base/Link)</p> <p>Assertive Mentoring</p> <p>Support with medication (School Health Practitioner)</p> <p>Attendance Support</p> <p>TITAN</p> <p>Peer Supporters (Compass)</p>	<p>Adjusted TT with additional rest time in the ARC</p> <p>Provision of SEN laptops</p> <p>Adapted furniture</p> <p>Liaison with Sensory Support and Occupational Therapy</p> <p>Health and Care Plans and support with medication</p> <p>Support with physical needs such as splints</p> <p>Access to Adapted Games events</p> <p>LSA in class support and support with movement around school</p> <p>TITAN</p>
Year 10	<p>Dyslexia Support</p> <p>Learning 1:1 and small group Support</p> <p>Provision of overlays and coloured exercise books</p> <p>Provision of SEN laptops</p> <p>Dyslexia screening</p> <p>Dyscalculia screening</p>	<p>Assertive Mentoring</p> <p>LSA in class support</p> <p>Exam access arrangements</p>	<p>School Counselling (Compass)</p> <p>Support getting into lessons (ARC/Compass)</p> <p>Academic/emotional support when unable to access lessons (Compass)</p>	<p>Rooming adjustments to ground floor classrooms</p> <p>Adjusted TT with additional rest time in the ARC</p> <p>Provision of SEN laptops</p> <p>Adapted furniture</p>

	<p>Assertive Mentoring Before school/lunchtime access to learning resources and LSA support (ARC) Exam Access Arrangements LSA in class support</p>		<p>Behaviour Support and Mentoring (Base/Link) Assertive Mentoring Attendance Support Exam access arrangements</p>	<p>Liaison with Sensory Support and Occupational Therapy Health and Care Plans and support with medication Support with physical needs such as splints Access to Adapted Games events LSA in class support and support with movement around school Exam access arrangements</p>
Year 11	<p>Dyslexia support Learning 1:1 and small group Support Provision of overlays and coloured exercise books Provision of SEN laptops Dyslexia screening Dyscalculia screening Assertive Mentoring Before school/lunchtime access to learning</p>	<p>Assertive Mentoring LSA in class support Exam access arrangements</p>	<p>School Counselling (Compass) Support getting into lessons (ARC/Compass) Academic/emotional support when unable to access lessons (Compass) Behaviour Support and Mentoring (Base/Link) Assertive Mentoring Attendance Support</p>	<p>Rooming adjustments to ground floor classrooms Adjusted TT with additional rest time in the ARC Provision of SEN laptops Adapted furniture Liaison with Sensory Support and Occupational Therapy</p>

	resources and LSA support (ARC) Exam Access Arrangements LSA in class support		Exam access arrangements	Health and Care Plans and support with medication Support with physical needs such as splints Exam access arrangements Access to Adapted Games events LSA in class support and support with movement around school
Year 12	Exam Access Arrangements	Exam Access Arrangements	School Counselling (Compass)	Exam Access Arrangements Rooming adjustments
Year 13	Exam Access Arrangements	Exam Access Arrangements	School Counselling (Compass)	Exam Access Arrangements Rooming adjustments

Capacity Development Fund Initiatives 2016 - 2017

Through evaluation of current provision for children and young people with SEND in the Sprowston Cluster, two areas were identified as needing further provision and resourcing to enable pupils to be happy, healthy and make progress. Following a successful bid to the above, the Sprowston Cluster can now draw upon additional services as outlined below.

Speaking and Listening, Independent Speech and Language Therapy Service

This service is intended to provide advice, support, intervention and consultation to schools in the cluster as an additional service - it does not replace the work undertaken by the NHS through the ECCH, but builds upon and enhances it. This includes the following:

- Training for all staff in schools around speaking and listening, and strategies to support the development of these within the mainstream classroom.
- Access to a bespoke website with resources and links to further information with regards to the above.
- Small group intervention in the Reception and Key Stage 1 years for those who need a short period of additional support with the speech development.
- Small group intervention for older pupils who need a short period of additional support with language development.
- Fortnightly 'drop in' sessions with an experienced Speech and Language Therapist (SLT) open to all staff across the cluster to discuss issues, concerns and appropriate next steps.
- Use of the WellComm Toolkit for pupils up to the age of six years old to enable schools to identify any areas causing concern in terms of speech and language development; to put in place appropriate support strategies alongside parents/carers; and where appropriate to refer for further specialist assessment to ECCH.
- One-to-one assessment and recommendations for individual pupils with high need speech and language difficulties.

In addition, the cluster is looking at how build upon and enhance relationships with providers of early years provision so that early intervention can be put in place to support the speech and language skills of children prior to transition to a more structured curriculum which introduces skills such as phonics.

Further information can be found on the Speaking and Understanding website:

www.speakingandunderstanding.co.uk


Social, Emotional and Mental Health (SEMH) Support Worker roles

From September 2016, we have two SEMH Support Workers within the cluster: Jayne Clark and Georgia Hood. Whilst Jayne and Georgia are based at Sprowston Community High School, they have a remit to provide support across the cluster. The type of support provided includes the following:

- Initial needs assessment with the child/young person (and family) - may be formal or informal as appropriate to need.
- Signposting of services to children/young people and their families.
- Referrals to support services such as Early Help, Nelson's Journey etc.
- Offering home based support to families in difficulty but who may not meet the threshold for the Early Help team or a Children's Services referral.
- Where appropriate, attending or leading Family Support Plans (FSPs) with identified families.
- Support to children/young people who are not accessing school/lessons because of an SEMH related issue. This may include
 - supporting getting the child/young person physically into school;
 - supporting the child/young person to attend lessons and/or remain in lessons;
 - supporting the development of bespoke/personalised timetables where appropriate - in liaison with key school staff;
 - acting as a mediator between a child/young person and staff where there is a particular subject, class, teacher or topic that is causing anxiety;
 - one-to-one mentoring and listening support to the child/young person to encourage the development of emotional literacy and resilience;
- Attendance at meetings with external agencies where appropriate.
- On-going liaison and information sharing with other pastoral and support staff within the school setting.
- Identification of key trends and whole school SEMH issues - and those that have a cluster wide impact - that need to be addressed and support, through policy or through training.

External Agencies³

- **Access through Technology (ATT)**

 www.schools.norfolk.gov.uk/Pupil-needs/Access-Through-Technology/index.htm


- **Benjamin Foundation**

 www.benjaminfoundation.co.uk

- **Child and Educational Psychology Service (CEPP)**

 www.cepp.co.uk


- **Children and Adolescent Mental Health Service (CAMHS)**

 www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health/mental-health-camhs

- **East Coast Community Healthcare (ECCH)**

 www.eastcoastch.co.uk/page-ms.asp?fldArea=16&fldMenu=0&fldSubMenu=0&fldKey=103

- **Educational Psychology and Specialist Support (EPSS)**

 www.norfolk.gov.uk/children-and-families/send-local-offer/early-years-education-and-training/schools/support-services/educational-psychology-and-specialist-support-epss

- **Locksley Short Stay School for Norfolk**

 www.theshortstayschoolfornorfolk.co.uk/schools/the-locksley-school

- **Mancroft Advice Project (MAP)**

 www.map.uk.net

- **Norfolk Directory**

 <http://search3.openobjects.com/kb5/ncc/directory/home.page>

³ This list is not exhaustive – please refer to the Norfolk Directory for further information on services available in the local area

- **Norfolk Youth Offending Team (NYOT)**

- 🔗 www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/childrens-social-care-partnerships/youth-offending-team

- **Point1**

- 🔗 www.ormiston.org/point1.html

- **Respect4Us**

- 🔗 www.respect4us.co.uk

- **School to School Support (S2S)**

- 🔗 www.s2ssupport.co.uk

- **Skillsforce**

- 🔗 www.skillforce.org

- **Specialist Resource Bases (SRBs)**

- 🔗 www.norfolk.gov.uk/children-and-families/send-local-offer/early-years-education-and-training/schools/support-services/specialist-resource-bases

- **Speaking and Understanding – Independent Speech and Language Therapy**

- 🔗 www.speakingandunderstanding.co.uk

- **Travel Independence Training Across the Nation (TITAN)**

- 🔗 [www.schools.norfolk.gov.uk/Travel-and-visits/Travel-Training-\(TITAN\)/index.htm](http://www.schools.norfolk.gov.uk/Travel-and-visits/Travel-Training-(TITAN)/index.htm)

- **Virtual School for Children in Care**

- 🔗 cic.virtual-school.org.uk

- **Virtual School for Sensory Support (VSSS)**

- 🔗 www.vsss.virtual-school.org.uk

- **Willow Tree Learning**

- 🔗 www.willowtreelearning.co.uk

Sprowston Cluster SEN Development Plan 2015-2016: evaluation⁴

The following should be read alongside the Cluster Lead SENCO end of year report (produced in June 2016) - available upon request: aroper7vrq@nsix.org.uk

The health check review of Cluster SEN was not produced by Norfolk County Council 2015-2016 so it has been difficult to formulate a more detailed development plan.

Moreover, due to the uncertainty surrounding future funding developments around SEND in terms of clusters, alongside other changes on the educational landscape which could impact upon cluster working, it is not felt to be appropriate to produce a full SEN Development Plan for 2016-2017. However, next steps are indicated in bold below.

Aim	To improve learning for all children and young people with SEND	
Success Criteria	<ul style="list-style-type: none"> • The pupil population will benefit from effective collaboration and the distribution of SEND resources and expertise in a fair and transparent manner. • Pupil needs will be met through the provision of high quality teaching and resources that lead to improved outcomes. • School staff will share effective practice across the Cluster and other facilities and provision that match the local needs and national expectations. • The Cluster will move from Emerging to Expected in 2015/2016 health check review of Cluster SEN 	
Key objectives	To improve learning for all children and young people with a particular focus on the role of the Cluster in developing and enriching SEND provision.	
Targets	Actions/Success Criteria	Monitoring and evaluation

⁴ Evaluated 20.10.16

(What is to be achieved)	(Key tasks necessary to achieve the targets)	
<p>There is a common language for sharing progress of learners with SEN in all schools in the Cluster through Cluster SENCO collaboration</p>	<ul style="list-style-type: none"> • Individual schools share ways to define the progress of learners with SEN through consistent assessments/testing between schools in the Cluster • Attainment data for learners with SEN in the Cluster is shared and compared with Norfolk and National data on an annual basis to inform future provision mapping • Evidence is drawn up of progress based on effective interventions, recorded on a shared provision map. 	<ul style="list-style-type: none"> • Achieved: We have spent some time and money on producing a set of assessment tools which will be available to all in the Cluster (see pp15-16). Next steps 2016-2017: use of consistent data etc to inform future funding applications to the 'top up' Cluster funds. • Ongoing: This has become more complicated to do as a cluster as schools now have bespoke curriculums and new ways of assessment, monitoring and tracking progress through 'assessment without levels'. However, all schools within the Cluster make excellent use of such information to inform future provision mapping. Next steps 2016-2017: explore how to collate data in a timely and relevant way to make such comparisons. • Not achieved: As a cluster, we have spent some time considering how to provide effective provision maps for school intervention, as well as how to measure impact. However, this has not been shared/collated across the Cluster. Next steps 2016-2017: working party formed to consider how this can be achieved and for what purpose.
<p>Parents/carers feel informed of the SEN provision offered in the Cluster and involved in its development</p>	<ul style="list-style-type: none"> • Consistent system of communicating with parents/carers used to collate views across the Cluster to provide annual summary for Governors. • Termly joint/co-ordinated meets for parents/carers across the Cluster on SEN 	<ul style="list-style-type: none"> • Ongoing: We circulated and collated the results of questionnaires sent by individual schools to parents/carers. However, due to variations in returns, it is hard to gain a real sense of the consensus across the Cluster. Next steps 2016-2017: explore how to use parent/carers events to gain this through a more informal route, eg learning cafes, IEP/Pupil Passport review meetings, online surveys etc. • Ongoing: We held two literacy focused events for parents/carers in the summer term 2016. Attendance was limited but was well received

	Support for Learning established.	by those who came. Further events are planned for autumn term 2016 (SLCN), spring term 2017 (SEN Code of Practice and the Local Offer) and summer term 2017 (tbc) Next steps 2016-2017: coordinate responses from individual schools to elicit what types of events parents/carers would find useful in future.
The pupil voice is acknowledged through greater participation within the SEN process	<ul style="list-style-type: none"> • Consistent system of communicating with pupils used to collate views across the Cluster to provide annual summary for Governors. • Development of chronological and cognitive age-appropriate version of Local Offer. 	<ul style="list-style-type: none"> • Ongoing: as with questionnaires to parents, each school has undertaken this on a local basis. Next steps 2016-2017: explore possibility of pupil 'working group' to produce. • Not achieved: Consideration of this after input from Norfolk County Council as Local Offer website develops. Next steps 2016-2017: as above.