



SEN Report

PRESTON CE VC PRIMARY SCHOOL

Agreed by Governing Body: **September 2016**

A handwritten signature in black ink, appearing to be 'M. J. Read', written in a cursive style.

Chair of Governors:

M. J. Read

Date for review: **September 2019**

**Preston CE Primary School
SEN Information Report – Autumn 2016**

Introduction

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 their policy for pupils with special educational needs (SEN).

The information required can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/contents/made>

Information must be updated annually.

At Preston Primary School, we are committed to working together with all members of our school community. In order to produce this report, we have consulted pupils, parents/carers, governors and staff. We are reliant on feedback from those who implement our policy, those for whom provision is made and the families of those who benefit from provision in order to effectively review our policy and practice on a regular basis. We welcome contact.

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This report forms part of the Norfolk Local Offer. Further information about this can be found at:

[http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/SEND_changes/Local_offer/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/Local_offer/index.htm)

Our Approach to Supporting the Learning of Children with SEN.

At Preston CE Primary School, we celebrate all members of our community. We respect and value the individuality of all our learners; we understand that children

have different needs and we are committed to meeting these needs equally. We believe in participation for all and are proud of our inclusive culture.

We aim to provide high quality teaching that results in high quality learning for all. The progress of all our children is monitored closely and assessment discussion, pupil progress meetings and individual pupil focus meetings are part of our routine practice throughout the year.

Identification of SEN

The code of Practice defines SEN in the following way:

'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 make provision that is 'additional to or different from' the normal differentiated curriculum – this is intended to enable the learner to overcome the barrier to their learning.

At Preston Primary School we recognise that children may fall behind in their learning for many different reasons and that not all children who fall behind in their learning may have a special educational need. For example, a child who has been absent from school for extended or frequent periods; a child who may not have English as their first language; a child who is going through a period of instability or insecurity at home etc. We make provision for these vulnerable children in accordance with their needs but only those children that match the definition above are identified as having SEN.

As children are admitted to school, they are placed on the SEN register if they already have a support plan in place from their previous setting or if there is already involvement of other professionals. Children may subsequently be removed from the SEN register if they no longer require provision that is additional to or different from provision for children not identified with SEN.

In Autumn Term 2016 our SEN register identifies 19% of our children as having SEN. This represents an increase on last year.

Applications for EHCPs have been made for one or more children.

One or more children are educated in a Special Resource Base (SRB)

The SEN Code of Practice identifies four areas of SEN:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Mental and Emotional Health
- ❖ Sensory and/or Physical

It is acknowledged that whereas many children and young people have difficulties that fit clearly into one of these areas, some have needs that span two or more areas and for others the precise nature of their need may not be clear at the outset.

In Autumn Term 2016 the profile of our SEN Register is as follows:

Main Area of Difficulty	% of children in the school
❖ Communication and Interaction	4%
❖ Cognition and Learning	12%
❖ Social, Mental and Emotional Health	2%
❖ Sensory and/or Physical	2%

A number of these children also have significant difficulties in one or more other areas.

None of our children currently has a Statement of Special Needs or an Education, Health and Care Plan (EHC) although one or more EHCP application is pending.

Assessment of SEN at Preston CE Primary School

Assessment of special educational needs is a joint process involving the learner, the class teacher, parents or carers and the Special Educational Needs Coordinator (SENCo).

When a difficulty with learning is suspected:

- ❖ A conversation begins involving the parties above.
- ❖ Evidence is collected to show the apparent area(s) of difficulty.
- ❖ A range of assessments may be carried out to inform our understanding of the level and scope of difficulty. We have a range of assessment tools

available at school, including a suite of assessments materials we share with our cluster of schools.

- ❖ If appropriate a short term 'Individual Improvement Plan' is put into place in an attempt to address a single barrier to progress – if this is successful, no further immediate action may be necessary although close monitoring will continue.
- ❖ If appropriate, a range of support may be put into place using tried and tested intervention schemes or specific learning activities and individual practices matched to the identified needs. Many of these will be led by our team of highly qualified Learning Support Assistants.
- ❖ If necessary, advice from specialist teams may be sought. Some universal services are provided by Norfolk County Council. These are outlined in the Local Offer which can be found at:
[http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/SEND_changes/Local_offer/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/Local_offer/index.htm)
As part of Long Stratton Cluster of schools we also have access to two full days of support from the Educational Psychology Support Service (EPSS), full access to School to School Support (S2S) provided by specialist settings and to cluster staff who are trained in areas such as language development (Elklan), identification of dyslexia; visual stress assessment; behaviour management etc.
- ❖ Where it has been sought, advice from specialists is used to put together a coherent plan to support the learner's progress.

Once an action plan has been established, the implementation and impact of the actions are monitored and the ongoing conversation between school, parent and child continues. Regular reviews consider the impact on the child as well as the effect of the intervention on progress and attainment.

In some cases, we may feel that a child's needs will best be met by attendance at a Special Resource Base (SRB). Applications for such placements are made in collaboration with parents and with expert advice.

Supporting Learners at Preston CE Primary School

Every teacher at Preston CE Primary School is required to adapt the curriculum to ensure access to learning for all children in their class. This matches the expectations detailed in the Teachers Standards 2012 which can be found at:

<https://www.gov.uk/government/publications/teachers-standards>

The way in which the curriculum is adapted to enable access is varied according to need. For example, a child with short term working memory may be provided with a sound recorder to assist them in remembering a sentence they have constructed in order to write it down; a child who finds the changing

structures of the day difficult to manage may be provided with a visual timetable that provides security and a framework for discussion; a child who has great difficulty in conforming to behavioural expectations in the classroom may be provided with an individual positive reward system that supports good behaviour for learning.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' the normal differentiated curriculum. The type of support is dependent on the individual learning need.

Support in Preston CE Primary School is detailed on a provision map. This map changes regularly as it needs to adjust to meet the needs of the learners.

As part of our work with our cluster of schools, we share information about the numbers of children with special needs in our setting and the level and nature of these needs. We also share details of our provision maps and discuss the impact of the interventions we choose to use. We do this in order to identify what training and resources are needed in our cluster and so that we can learn from one another about what provision is most effective.

Whenever provision is put into place for learners with SEN, the impact of these provisions is monitored.

How do we know if support is effective?

At Preston CE Primary School we follow the 'assess, plan, do, review' model and strive to ensure that parents/carers and children are involved at every step.

- ❖ Learners are assessed using baseline materials appropriate to their difficulties. The results are a matter of discussion between parents, child and teacher.
- ❖ A plan for support is devised with clear, measurable success criteria identified and a timescale for delivery in place. The teacher agrees this with parent and child.
- ❖ The actions on the plan are carried out and feedback from parent and child is welcomed throughout the duration of implementation. Feedback regarding ongoing (formative) assessment from any other member of staff involved in delivering the intervention is essential
- ❖ At the agreed point of review, further assessments should be carried out and progress and next steps are then discussed. Reviews may be frequent and informal or more formal and on a longer term basis; this will depend on the nature of the intervention. In all cases the expectation is that reviews will be conducted at least once in every term.

Where a child has a statement of SEN or an EHC Plan, there will be an additional formal annual review.

The SENCo collates all impact data of interventions and maps the progress of all children with SEN. In this way, the school is able to ensure that the interventions selected for use are those that have most proven effect.

Progress data for all learners in the school is collated by the Headteacher and shared with all teaching staff and with the governing body. The Long Stratton Cluster of schools shares data about its learners in order that we can recognise and address accordingly our strengths and areas for development. Our school and cluster data is also monitored by the local authority and by Ofsted

Small cohorts of children often make useful comparison of data difficult to achieve, however the pattern over time at Preston Primary School is that children with SEN make at least expected progress in core areas of the curriculum and often make better progress than this.

For some years now, children with SEN have made particularly good progress in Reading at Preston Primary School and this reflects the emphasis we place on this skill - we believe reading is a key factor in a child's ability to access the full high school curriculum and to achieve well in the future.

Other Opportunities for Learning.

We work hard to ensure that all learners have the same opportunity to access extra-curricular activities. The activities we offer vary throughout the year and are provided by members of school staff and by external providers.

We are committed to ensuring that reasonable adjustments are put into place to allow participation by all and we expect the same consideration from all providers.

Staff and governors are aware of the duties placed on schools by the Equality Act 2010, 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'.

This applies to those who have a disability. The Equality Act 2010 defines a person with a disability as someone who '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 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 children with disabilities and those with SEN. Children may therefore be covered by both SEN and disability legislation.

Further information about the Equality Act 2010 can be found at:
<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Transition

At Preston CE Primary School we do all we can to ensure good transition for all our learners.

When a child with SEN is to start at our school in Reception Year, we make arrangements to meet with parents/carers and any other involved professionals in good time for us to put together an agreed first plan for provision. We encourage visits to the school in order that specific elements of our premises or provision can be identified and discussed, and in order that a positive relationship is developed at the beginning of the child's school education. We want to work in partnership with parents and families from the start.

When a child with SEN joins us in a year group other Reception, we make every effort to get to know about the child's needs before they come to school. This may involve members of staff visiting a child in their current school or meeting with current school staff to discuss the child's needs and existing effective provision.

Similarly, if a child with SEN is to make transition to another school from Preston Primary at any point, we endeavour to arrange a meeting to discuss the child's needs; we might accompany the child on a trip to the new setting or make arrangements for additional visits to ensure a smooth and successful transition.

We recognise that for some children with SEN it is important to consider transition plans even when moving from class to class. Such plans are put into place in discussion with parent/carers.

Whenever appropriate, documentation regarding a child's SEN and provision made for them will be passed on to the next setting. When this is the case, a signed receipt will be required.

An invitation to provide feedback...

In order to assist us in enabling the best achievement for all children, we invite you to provide feedback about our policies, provision and practice.

If your child has SEN, please let us know what is going well for them and what could be better. Please engage in planning discussions and reviews about the provision we make and encourage your child to make their voice heard – we are ready to listen.

You might find the following links useful:

www.norfolk.gov.uk/SEND

<http://www.norfolkparentpartnership.org.uk/>

<https://www.gov.uk/childrens-services/special-educational-needs>