



SEN Information Report and Policy for Taverham VC CE Junior School: 2018-19

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN) <https://www.norfolk.gov.uk/children-and-families/send-local-offer>. This document also acts as our SEN policy. All governing bodies of maintained schools and nursery schools and proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's (or proprietor's) policy for pupils with SEN. The information is set out in the 2014 SEN Code of Practice.

At Taverham VC CE Junior School we are committed to working together with all members of our school community. This local offer was first reviewed in June 2015 and parents' views were sought at a parents' forum in June 2015 and subsequent SEN parents' forums. We welcome comments from parents and stakeholders on our Information Report and Policy. The best people to contact (via the school office) are:

- Mary Wilson: SENCo (School Coordinator for Special Educational Needs)
- Vicky Myers: Governor with responsibility for SEN
- Paul Stanley: Headteacher

Aims of this Policy

- To work within the guidance outlined in the SEN Code of Practice 2014 and adhere to expectations from the Local Authority contained in the document 'SEN Support guidance: provision expected at SEN support' (links to both can be found at the end of the report)
- To identify and put in place appropriate provision for pupils who have SEND and additional needs
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
- To ensure that parents/carers have a clear understanding of how the school supports pupils with SEN, and their own involvement in this
- To provide an appropriately qualified and experienced SENCO who can ensure that the SEN policy is put into practice
- To provide support and advice for all staff working with SEND pupils

Our Approach to Teaching Learners with SEND

At Taverham VC CE Junior 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 (this is available on the school website).

Our School Development and Improvement Plan (SDIP) is about developing opportunities and learning for all. It is linked to the school budget and used to inform teacher appraisal objectives and professional development (training) opportunities. A simplified summary of our 2017-18 SDIP is available on the school website.

We have high expectations and aim to create a positive learning environment which is flexible enough to meet the needs of all learners. We monitor the impact of teaching, including interventions and the progress of every child, through observations, work scrutiny/moderation, pupil progress meetings and our assessment data/tracking system. Teachers share and observe good practice within school and in other schools.

How we identify SEN

At different times in their school life, a child or young person may have a special educational need. The 2014 Code of Practice defines SEN as:

'A child or young person has SEN if he or she has 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 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools and mainstream post-16 institutions.'**

If a learner is identified as having SEN, we will ensure that provision that is 'additional to or different from' the normal curriculum, intended to overcome the barrier to their learning, is in place.

Learners can fall behind in school for a number of reasons. They may have been absent from school or attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all or they may be worried about a range of different things that may distract them from learning. They may not be able to access their learning as they are affected by a range of mental health difficulties. At Taverham VC CE Junior 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. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile in November 18 showed that we had 11% of children (50) identified as having SEN and 18% of those children have an Education, Health and Care Plan.

The Code of Practice identifies four categories of SEN:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, rather than fitting a pupil in to a category. In practice, individual children often have needs that cut across all areas and their needs may change with time.

Assessing SEN at Taverham VC CE Junior

Class teachers, teaching assistants and other support staff, parents/carers and the child themselves will be the first to notice a difficulty with learning. At Taverham VC CE Junior School we ensure that assessment of educational needs directly involves all of these key people. The Special Educational Needs

Coordinator (SENCO) will also be heavily involved. We have a range of assessment procedures to follow, which include:

- Discussion and asking questions to everyone involved with the child
- Classroom observations
- Looking at work and progress over time, including from any previous schools
- Assessment data tracking system ('Pupil Asset')
- Looking at the impact of any adjustments that have been made for the child
- Working with the child and parents to find out strengths and barriers to learning and consider the best way to build on strengths and overcome barriers
- There are a range of assessment materials, that have been purchased by the school that may be used to identify strengths and weaknesses following on from the above points

For some learners we may want to seek advice from specialist teams; currently the school purchases support from Norfolk Educational Psychology Support Service (EPSS) and Dyslexia Outreach. The school also subscribes to Family Matters, who provide family support and Time for You providing emotional support to individual children. Where necessary the school will access the following specialist support:

- Speech and Language
- Educational Psychology and Dyslexia outreach (see above)
- Access Through Technology
- Specialist Resource Base outreach (and or placement)
- Point 1 (mental health support)
- Providing reports for GPs to refer to the Neuro Developmental Pathway/ Paediatrician/ OT/ CAMHS
- Other voluntary organisations such as Helping Hands

What we do to Support Learners with SEN at Taverham VC CE Junior School

Effective teaching for SEN children starts with effective teaching for all children; every teacher is required to ensure access to learning for all children in their class. The Teacher Standards (2012) detail the expectations and we are proud of the quality of teaching and professional development at Taverham Junior. Additional support may be provided in a number of ways, either within the class or as part of a small group or 1:1 intervention. In addition to each class having a Teaching Assistant, there is an intervention team working in the school made up of the SENCO and three Higher Level Teaching Assistants.

Our staff use various strategies to adapt access to the curriculum and meet additional needs; these strategies might include:

- Visual timetables
- Practical apparatus to support learning
- 'Social stories' to support social, emotional and mental health issues.
- Writing frames
- Use of ICT (e.g. laptops, iPads, recording devices, speech and language software)
- Positive behaviour rewards system
- Teaching interventions, led by HLTA or teaching assistants (e.g. 'Rapid Reading', 'Rapid Maths', 'Sound Discovery', 'ARROW')
- Interventions for Social, Emotional and Mental health needs led by the Intervention/Pastoral team
- Additional pre-teaching sessions run by teachers to introduce less confident learners to a new topic
- Lunchtime support
- Sensory circuits (run daily by trained teaching assistants)
- Paired intervention teaching (not exclusively for children with SEN)
- 'Time for You' (1:1 social and emotional support provided by The Benjamin Foundation)
- External support may involve speech and language, occupational therapist support, Access through technology, mental health services (Point 1) and other voluntary organisations (see above)

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 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 outlines the interventions and actions we undertake at Taverham

Junior to support learners with SEN in each year group. We modify the provision map regularly and it changes every term, as our learners and their needs change.

We discuss our SEN provision with other cluster schools and work with them to share expertise and ensure that we can learn from each other.

Taverham Junior 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 (see link at the end of the report). In 2018-19, the school received an SEN notional budget of £83,667

From September 18, there has been a shift from the cluster providing top-up funding for learners who require support which exceeds that available to the school, to one where high need funding is allocated directly by the Local Authority and schools. This involves schools submitting an application and priority will initially be given to meeting the needs of the children who hold Education Health and Care Plans

Funding for equipment and facilities for pupils with SEN may be taken from the allocated SEN budget or from Pupil Premium funding (where appropriate)

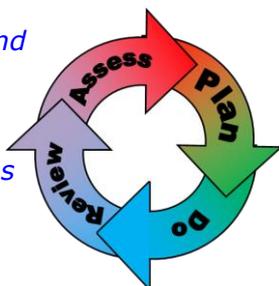
How do we find out if this support is effective?

Monitoring the impact and effectiveness of teaching and learning is an integral part of leadership and school development and improvement at Taverham VC CE Junior School and this applies to SEN provision too. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Each child who is on the SEN register will have a **Learning Support Plan**, which is reviewed regularly with staff, parents/carers and children.

The plans follow the 'assess, plan, do, review' model, which ensures that support is carefully implemented and reviewed.

*We **assess** the child's needs and identify barriers to learning*

*We meet to **review** the success of the plan and identify what needs to happen next*



*We **plan** additional/different provision to address needs and outline the expected progress*

*We **do** what we have planned*

The SENCO works with the staff to evaluate the impact of interventions, to ensure that we are only using interventions that work. Meetings are held every term between the SENCO and individual class teachers to review the Learning Support Plans and set new targets. These meetings are then followed up by pupil progress meetings with the Deputy Headteacher. Children, parents/carers and school staff are involved in reviewing progress. If a child has an Education, Health and Care Plan (EHC Plan), then a formal review of the plan (or statement) will take place annually.

Data on progress is collected using the school tracking system 'Pupil Asset'. The SENCO also collects progress information through the Learning Support Plans.

What is an Education Health and Care Plan?

The majority of children and young people with SEN or disabilities will have their needs met within the school. Some children and young people may require an Education and Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. A request for assessment does not inevitably lead to the issuing of an EHC plan.

Education, Health and Care Plans replaced Statements of Special Educational Needs and Learning Difficulty Assessments in September 2014, and all children who had Statements at the school have now received EHC plans.

The purpose of an EHC plan is to make special educational provision to meet the special educational

needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood (DfE Code of Practice).

Further information about Education, Health and Care plans, including how to apply for an assessment can be found within the Norfolk Local Offer at <https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans>

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. A range of clubs and activities are offered at Taverham Junior. Details are communicated to parents and are available on our website. Places are prioritised and funded when appropriate for vulnerable children.

Accessibility

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 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.

We are committed to making reasonable adjustments to ensure participation for all, as outlined in our Single Equality Scheme 2017-20. Within the Single Equality Scheme there is an Accessibility Plan which is updated regularly (most recently in September 16), with barriers being identified and plans put in place to remove them as far as possible

<http://taverhamjunior.norfolk.sch.uk/wp-content/uploads/2017/07/Single-Equality-Scheme-2017-2020.pdf>

Workforce Development

The SENCO at the school holds the National award for SEN co-ordination. She regularly attends network and cluster meetings in order to keep up to date with local and national issues in SEND

In 2017-18, the SENCO attended a 6 day SEND forum in order to further develop skills and knowledge and make an impact on raising standards for pupils with SEND. She also attended training on using a Solutions Focussed approach and looking at links with between ASD and Attachment. The SENCO is an Alternate Designated Safeguarding Lead in school and the Designated Teacher for LAC children. Training for both roles is up to date.

All staff have taken part in training on Attachment.

Other training that has been provided for various members of staff since 2017 has included the following:

- Lego Therapy
- Numicon
- Sensory processing (and sensory circuits)
- Use of visual prompts
- Speech and Language
- Supporting children with ASD (all TAs)
- Supporting children with dyslexic tendencies (all TAs)
- Supporting children with mental health difficulties

Termly meetings are held with teachers to discuss the provision in place to support the needs of pupils

Regular meetings are held with support staff and are focussed around an identified area of need External training is provided according to need. Staff are very keen to work with specialist professionals and this level of commitment has been positively acknowledged by both parents/carers and specialists

The school is particularly mindful of the growing concern about mental health difficulties for children and young people. Training has been made available to staff and there is a Mental Health Champion in school (the SENCO is also due to attend this training in the Spring term 2019).

Partnership with parents

The school aims to work in close partnership with parents and carers to ensure that they are fully informed about all matters relating to their child's SEN. We also involve parents and carers with the assess, plan, do and review cycle to ensure that all relevant information is collected and the child is supported in the best way possible. The SENCO has an initial meeting with all parents of children with SEN in Year 3 where the Learning Support Plan is drawn up together. These plans are shared at least termly with parents.

The cluster holds regular forums for parents of children with SEN, where different topics are discussed, usually with an external speaker

The school distributes materials from the Norfolk SEND partnership to parents of children with SEN, which provides information and advice to children and parents/carers about SEND. Parents are advised to contact the partnership if they need support beyond that which the school is able to provide (see link at end of report)

Involvement with pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, all pupils are involved in monitoring and reviewing their progress. Children taking part in interventions with the intervention/pastoral team are asked for their feedback as part of the measure of the effectiveness of the intervention.

Children who are looked after by the Local Authority and have SEN

Although there are clear exceptions, as a group Looked after Children have poorer experiences of education and lower than average attainment. Staff at Taverham Junior School demonstrated a strong commitment to reverse this trend and to support all children, but particularly those who are Looked After, to achieve the highest educational standards they can. For many Looked After Children, this requires significant social and emotional support to address previous trauma.

Personal Education Plans are completed termly with carers and social workers to ensure the optimum support is put in place and funding is used to create maximum impact. Where a Looked After Child is on the SEN register, their PEP targets incorporate the targets from the Learning Support Plan. The SENCO is the school's Designated Teacher for Looked After Children and attends all PEPs and LACs. In 2018-19, there are 4 Looked After Children in school.

Bullying

At Taverham Junior School, we have a whole school approach to bullying. This was reviewed after consultation with parents' pupils and the Anti-bullying Alliance in 2018. Please refer to the school's anti bullying policy for further information.

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 a new school. Taverham VC CE Junior is committed to working with children, families and other schools and organisations to ensure that positive transitions occur.

Planning for transition is part of our provision for all learners with SEN. Careful liaison with the High School takes place, along with additional visits and support groups for vulnerable pupils. There are similar arrangements for children coming from Feeder schools with additional visits, meetings with parents, transition passport and meetings between staff.

Have your say

This SEN report details our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, children, governors and staff, so please engage with us and tell us what you think, to ensure that our SEN provision and support has the maximum positive impact.

