

SEN Information Report for the Three Rivers Federation of Rockland St Mary and Surlingham Primary Schools

2016-2017

Introduction

Welcome to the first draft of Surlingham's SEN Information Report 2016-17. This document outlines what support is available to learners with SEN at our school. This report should be read in conjunction with our Cluster F7 SEND policy, Disabled, Teaching and Learning Policy, Behaviour Policy.

Our approach to teaching learners with SEN

- All learners are of equal value.
- We recognise and respect difference.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We aim to reduce and remove inequalities and barriers that already exist.

The School has an inclusive curriculum for all students. Inclusion is achieved by differentiated work and additional support for selected groups of students.

We intend to support students in achieving their potential within the school through instigating actions that empower students to feel safe and secure. Ensuring that ethos, expectations and procedures facilitate outstanding behaviour and safety is always a key goal for us. We will aim to be proactive in preventing and dealing with incidents of bullying, discrimination and dangerous behaviour, by developing a climate where all pupils feel secure and cared for. Restorative approaches will be used to resolve issues as appropriate. To promote positive mental and emotional health, the team will ensure that students have access to an appropriate range of support if they feel troubled, either within school or through external agencies. (Please read the Cluster F7 Policy)

How do we identify SEN?

Some children come to Surlingham with previously identified needs, whilst some students are identified as having an SEN during their time with us at Surlingham Primary School. The route to identifying a child's SEN normally follows the pattern below:

- Concern raised by parent/ carer, subject teacher or Director of Learning support.
- Conversation between school and parents/carers takes place.
- Diagnostic assessment takes place, this can involve professionals external to the school, such as an Educational Psychologist or Advisory Support Teacher. We may also suggest you make an appointment via your GP for a medical referral.
- A plan for the young person is developed with the young person and their parents/carers.
- A timetable of appropriate intervention will take place (3 cycles usually)
- The plan is actioned.
- The actions are reviewed and an evaluation of their impact will take place.

Definitions of special educational needs (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 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition. (*Draft Special Educational Needs (SEN) Code of Practice: for 0 to 25 years Statutory guidance for organisations who work with and support children and young people with SEN, 2014*)

Who helps us?

As a Cluster of Schools, including Framingham Earl High School, we have commissioned services from Norfolk County Council, which give us access to an Educational Psychologist and an Advisory Support Teacher.

What are the SEN stages?

Statement of Special Educational Need- A statement is a statutory document which has been produced following a statutory assessment and outlines the needs of a young person and sets out what provision is necessary to support that young person. From September 20 14 statements can no longer be applied for, new referrals and existing statements will be replaced over the coming 3 years into Education Health and Care plans (EHCPs) as appropriate.

Education Health and Care Plans- These documents, which can be applied for from birth to 25, giving children young people and their parents greater control and choice in decisions and ensuring needs are properly met. Framingham Earl High School will work with Norfolk County Council during the implementation of and transition to the new system.

SEN is the stage for all other students with SEN, it replaces the former categories of School Action (SA) and School Action Plus (SA+).

There are four categories for SEN, these are;

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

PEOPLE WHO SUPPORT CHILDREN IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who supports my child on a day to day basis?	Class Teacher Tutor	He/ She is responsible for: <ul style="list-style-type: none">• Ensuring that the wellbeing of all pupils in the form is nurtured and any concerns as discussed with parents/ carers and other members of staff as appropriate.• Holding an overview of each pupil's academic progress.• Plan differentiated activities, taking account of each pupil's current attainment and the next steps in order for them to make progress, and assess the work of each pupil.

	Subject Teachers	He/ She is responsible for: <ul style="list-style-type: none"> • Ensuring that all children have access to a curriculum that is adapted to meet their individual needs, taking into account, for example a special educational need or a disability.
<p>Who are the best people to talk to in this school about my child’s additional educational needs?</p> <p>How can I talk to them about my child if I need to?</p>	<p>SENDCo</p> <p>Mrs Marsden</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that individual children are assessed to identify specific learning needs or barriers to learning. • Carrying out baseline assessments when children arrive at school and using this information to accurately identify areas of need • Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what they need to enable them to learn and make progress • Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists. • Maintaining a dialogue between school and parents as necessary. We also welcome telephone calls and e-mails. • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child’s learning ○ kept informed about the support your child is getting ○ involved in reviewing their progress ○ included in the process of planning ahead • Leading and co-ordinating Annual Review meetings. • Liaising with all the other people who might contribute to and support your child’s learning e.g. Educational Psychologist. <p><u>Contact through school office</u></p>
	<p>Leadership Team</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all support for all children. • Developing the school’s provision to ensure that every child receives a consistent, high quality response to identified needs in school. • Ensuring staffing levels are appropriate in meeting the needs of your child. • Making sure that staff are provided with high quality training so they are aware of,

		and confident in meeting, the needs of your child and others within our school. <u>Contact through school office</u>
	<u>Headteacher</u>	They are responsible for: <ul style="list-style-type: none"> • The overall strategic development of the school • The day to day leadership and management of all aspects of the school. • Ensuring that the Governing Body is kept up to date about any issues arising in the school. <u>Contact through school office</u>
	<u>Governing Body</u>	Members are responsible for: <ul style="list-style-type: none"> • Making sure that the school has an up to date SEN Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making visits to understand and monitor the support given to children within the school and being part of the process to ensure your child achieves his/her potential <u>Contact through school office</u>
	<u>Assessment Leader</u>	They are responsible for: <ul style="list-style-type: none"> • Gathering evidence of access arrangements requirements for Key Stage 2 SATs • Applying for access arrangements • Communicating results of application to parents/ carers, students and teaching staff.

HOW WILL MY CHILD BE SUPPORTED THROUGHOUT THE SCHOOL DAY? :

Children in school will receive support that is specific to their individual needs. This will be provided by the class teacher in partnership with:

- SENDCO
- Learning Support Assistants
- Staff who visit the school from the Local Authority central services e.g. Visual impairment team, Teacher of the deaf etc.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children in this school?	<ul style="list-style-type: none"> • Class teacher input via quality first classroom teaching. • Led by a teacher in collaboration with a team of learning support assistants. 	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class • All teaching is based on building on what your child already knows, can do and can understand . • Putting in place different ways of teaching so that your child is fully involved in learning in class. • Your child will be in a mixed ability class for many subjects, but some subjects are taught in ability groupings, numbers range from 16 to 31. • The teacher will plan lessons as appropriate and will set relevant targets to ensure that your child makes progress. • Lessons are taught using dyslexia friendly techniques. 	<p>All children in school have access to those strategies that best meet their needs</p> <p>Some children in school receive the support of a Learning Support Assistant, this is dependent on their need.</p>
	Site access	<ul style="list-style-type: none"> • Surlingham is fully accessible to all. 	Some students- based on need.
	Specified support according to your child's need:	<ul style="list-style-type: none"> • Small intervention groups with high ratios of adults to children. 	Any child as appropriate
How is the support funded?	The school receives a budget to support students in the school, this is used for students on the SEN register at SEN or state ment level, if a child has a high need (20 hours or more on a statement) we can apply to our Cluster for additional funding.		
How will we support your child with identified special needs starting at Surlingham	<ul style="list-style-type: none"> • The SENDCo/Class teacher will liaise with the current Early Years provision or school • We will first invite you to visit the school to have a look around and speak to staff. • Once we have your child's place confirmed by Norfolk County Council we will invite your child to attend the transition sessions in the Foundation class (enhanced transition is available for those needing greater familiarisation. 		

Primary School	<ul style="list-style-type: none"> We will visit your child at their current provision if possible.
How will we have a dialogue if there are concerns about your child?	<p>Parents/carers</p> <ul style="list-style-type: none"> If you have concerns about your child you should phone or e-mail the school, you can contact your child's teacher or the SENDCo. If you are not happy that the concerns are being managed, and/or think that your child is not making progress, you should speak to the Headteacher. You can contact us at any time and ask for a meeting. If you are still not happy you can speak to the school SEN Governor. If we have concerns we will talk to you on the phone, contact you via e-mail and/or ask you to come in to school to meet with us.
How is support allocated to classes?	<ul style="list-style-type: none"> Additional in class support is decided once the individual needs of children in given class groups have been considered. Class groups at Surlingham are typically around 20.
What support is offered in addition to curriculum support?	<ul style="list-style-type: none"> During 2016- 2017 we will offer intervention based on analysis of children's needs and next steps; this will support children to overcome any potential or identified barriers to learning. The following additional support sessions are happening for students on a needs basis. During 2016/17 we are looking to develop these further and add any additional support. Phonics booster (RWI), Catch Up Literacy Catch Up Numeracy (currently being developed) Literacy Box Reading, Handwriting- fine motor control.
Will your child be supported on school trips?	<ul style="list-style-type: none"> If your child is participating on a curriculum school trip we will make sure that there is adequate support to allow your child to attend, this may mean that a Learning Support Assistant is present for the trip or that groupings are arranged to support your child. If there is any doubt about the suitability of the trip, for example due to terrain, activity type or other external factor we will discuss our concerns with you to ensure that participation is appropriate for your child, and where possible make reasonable adjustments.
What extracurricular clubs are available for your child?	<ul style="list-style-type: none"> At Surlingham we offer a range of clubs and activities which are open to all, during 2015/2016 the clubs on offer were; Breakfast club, Multi-Skills Sport, Forest School, Homework, School Council
How will we measure	<ul style="list-style-type: none"> All pupils at Surlingham Primary are monitored throughout the year, teachers input assessment data every term, this is

<p>the progress of your child in school? And how will I know about this?</p>	<p>then analysed by the Assessment Leader, SENDCo and teaching staff at a termly progress meeting . If we have any concerns we will contact you directly to discuss these concerns.</p> <ul style="list-style-type: none"> • All pupils receive one written report per year. • There are two parents'/carers' consultations per year, where you can make appointments to see the class teacher and discuss your child's progress. • All children who Statement have an Annual Review meeting to which parents are invited. Teachers will write a report about how your child has progressed over the last year and we will also write about progress made towards meeting the annual review objectives that were set at the previous review. At this meeting we work in partnership with parents to set targets for the coming year.
<p>What support do we have for you as a parent of child at Surlingham</p>	<ul style="list-style-type: none"> • At Surlingham Primary School we regard it as essential to work in partnership with parents in order to achieve the best outcomes for their child. • We have a designated Parent Support Advisor who works across the Framingham Earl Cluster of schools (F7), the PSA's role is to support and signpost parents to relevant services. • We have a parent association called the Friends of Surlingham School (F.O.S.S) • We have a Parent Forum which meets regularly to discuss school policy and process. • The SENDCO is contactable via the school office to discuss any concern or query you may have. We welcome phone calls and emails via the school office too.
<p>How will we support your child when they are making significant transitions?</p>	<ul style="list-style-type: none"> • We recognise that transitions can be a challenge for our children and we take steps to ensure that every transition is a smooth and as positive an experience as possible. • We will make sure that all records about your child are passed on in advance of their arrival as appropriate. • We offer a range of transition programmes depending on the needs of the child.