



SEN Information Report for Trowse Primary School

2016-17 – 30.8.16

Introduction

Welcome to Trowse Primary School's SEN Information Report 2016-17. This document outlines what support is available to learners with SEN at our school.

This document should link to the Norfolk Local Offer (http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm) if you wish to see what Norfolk offers.

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 setting differentiated work and additional support for selected groups of students. Other helpful documents include: Equalities policy, accessibility plan, the Cluster SEN policy

The staff 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. All staff will be proactive in preventing and dealing with incidents of bullying, discrimination and dangerous behaviour, by developing a climate where all students feel secure and cared for. Restorative approaches will be used to resolve issues as appropriate. To promote mental and emotional health, we will ensure that students have access to an appropriate range of support if they feel troubled, either within school or through external agencies.

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 do so 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. (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, 2015)

How do we identify SEN?

Some children come to our school having been to a pre-school setting or previous Primary School and are on the SEN register there, whilst some students are identified as having an SEN during their time with us. The route to identifying a child's SEN normally follows the pattern below:

- Concern raised by parent/ carer or class teacher.
- Conversation between school and parents/carers takes place.
- In-school intervention put in place. A plan for the young person is developed with the young person and their parents/carers. Then, re-assess to measure the impact.
- 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 (learning conversation) for the young person is developed with the young person and their parents/carers.
- The plan is actioned.
- The actions are reviewed through planned formal meetings between school and parents/carers, as well as more informal discussions when needed.

Who helps us?

As a Cluster of Schools we have commissioned services from Norfolk County Council, which give us access to an Educational Psychologist and an Advisory Support Teacher. We also employ a SENDCO in school, as well as having a Cluster wide SENDCO.

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 2014 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. We 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	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that the wellbeing of all children in the class is nurtured and any concerns are discussed with parents/ carers and other members of staff as appropriate. • Holding an overview of each child's academic progress. • Ensuring that all children have access to a curriculum that is adapted to meet their individual needs.
How can I talk to someone about my child if I need to?	Class Teacher and SENDCO (Special Educational Needs and Disability Coordinator)	<ul style="list-style-type: none"> • Come in to school before or after the school day to catch the teacher or SENDCO for a brief, informal chat. • Use the child's planner for ongoing communications between home and school. • Phone the school. • Make an appointment through the school office if you need a longer, more private appointment.
Who are the best people to talk to in this school about my child's additional educational needs?	SENDCO (Special Educational Needs and Disability Coordinator)	<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.

		<ul style="list-style-type: none"> • Ensuring your child can be ‘listened to’ in order to promote a state of well-being in which individuals realise his or her abilities, can cope with the normal stresses of life and can work productively and fruitfully. • 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. • Coordinating support for children with an additional learning need, for example alternative provision. • Developing the school’s provision to ensure that every child receives a consistent, high quality response to identified needs in school. • Liaising with all the other people who might contribute to and support your child’s learning e.g. Educational Psychologist, Access Through Technology team, exams officers. • Liaising with the family about educational needs when a child cannot attend school for extended or regular medical needs. <p><u>Contact through school office</u></p>
	<p><u>Headteacher</u></p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • 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. • 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. • Gathering evidence of access arrangements requirements for public examinations. • Applying for access arrangements. • Communicating results of application to parents/ carers, pupils and teaching staff. <p><u>Contact through school office</u></p>

	<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>
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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:

- The Headteacher
- Emma Elvin (who is the SENDCO)
- Teaching 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 teachers input via good/outstanding classroom teaching. • Led by a teacher in collaboration with a team of teaching 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, but some subjects are taught in ability groupings. • The class teacher will plan lessons as appropriate and will set relevant targets to ensure that your child makes progress. 	<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 Teaching Assistant, this is dependent on their need.</p>

		<ul style="list-style-type: none"> • Lessons are taught using dyslexia friendly techniques. • Children may receive extra support in small group sessions out of the classroom if required. 	
	Site access	<ul style="list-style-type: none"> • Trowse Primary School classrooms are fully accessible to all. There are two small mezzanine areas without lift access. 	Some students- based on need.
	Specified support according to your child's need:	<ul style="list-style-type: none"> • Small groups or one-to-one teaching. 	Any child as appropriate.
How is the support funded?	The school receives a budget to support all students in the school, this is used for students on the SEN register at SEN or statement level, If a child has a high level of need we can apply to our Cluster for additional funding.		
How will we support your child with identified special needs?	<ul style="list-style-type: none"> • The EYFS teacher meets with feeder pre-school settings in the summer term and discusses pupils who will be making the transition to Trowse School in September. • Once your child's place has been confirmed by Norfolk County Council we will invite your child to attend familiarisation sessions. • For children with an SEND, we will visit your child at their current setting and liaise with adults working with them. • We will invite you and your child into school for a family meeting with the teacher in September to allow you to give us the most up to date information on your child. • When starting reception, your child will be invited to attend a series of "stay and play" sessions in July with the whole new intake cohort. If appropriate your child will be supported by a Teaching Assistant on these days. 		
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 can contact your child's teacher before or after school, or by phoning/emailing the school office. • 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 SENDCO. • You can contact us at any time and ask for a meeting. • If you are still not happy you can speak to the Headteacher. 		

	<ul style="list-style-type: none"> 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 Trowse are typically below 25 in reception and KS1 and 30 in KS2.
What support is offered in addition to curriculum support?	<ul style="list-style-type: none"> During 2016/17 we will offer the following additional support sessions for students on a needs basis: Sound Discovery, Rapid maths, Rapid Phonics, Speech and language support (as directed by a speech and language professional) A listening service to support your child with their emotional and mental health needs. To support inclusion of children with additional needs out of lesson time, the school will, where appropriate, allocate a trusted adult to help guide and support the individuals' needs and be a 'point of contact' who will work with the pupils. (e.g. a key MSA who a pupil knows they can talk to if there is a social issue)
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 Teaching 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 Trowse Primary School we offer a wide range of clubs and activities which are open to all. Current clubs on offer are; Film Club, Grub Club, karate, chess, dance and mad science.
How will we measure the progress of your child in school? And how will I know about this?	<ul style="list-style-type: none"> All students are monitored throughout the year, teachers input assessment data every term, this is then analysed by teachers and the Headteacher in 'Pupil Progress Meetings'. If we have any concerns we will contact you directly to discuss these concerns. Apart from having an open door policy and encouraging constant dialogue between home and school, all parents will be invited to two formal parents' evenings; one in the autumn term and one in the spring term. You will also receive one full report; this is a longer report that has a written description of your child's progress. This is sent home at the end of the summer term. All children who have a Statement or EHCP have an 'Annual Review' 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. The child will be asked to express their

	<p>thoughts and feelings about the year, as well as their own aspirations and targets. At this meeting we work in partnership with parents to set targets for the coming year.</p>
<p>What support do we have for you as a parent?</p>	<ul style="list-style-type: none"> • 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 (PSA) who works across the Framingham Earl Cluster of schools (F7), the PSA's role is to directly support and signpost parents to relevant services. • We have a parent association (FOTS). • The Cluster holds termly parent support meetings for parents of children with SEND.
<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 as smooth and as positive an experience as possible. • During annual reviews in Year 5, an Advisor from Norfolk County Council will attend in order to compile a "Transition Plan" in partnership with your child and yourselves. • We will make sure that all records about your child are passed on in advance of their arrival as appropriate.