

Norton CP School SEN information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Norton CP School SEN information report

Date: October 2016

Link to SEN Policy (<http://www.norton-pri.n-yorks.sch.uk/parents.html>)

School SENCO: Sarah Stephenson

Governors should describe:

This is what we provide in our school

This is North Yorkshire LA's minimum expectations of good practice

1 What kinds of SEN are provided for in your school?

Norton CP School is an inclusive school. We welcome children with many kinds of different requirements and we continually adapt our provision to meet the needs of the children.

At Norton CP School, children present with different kinds of SEND which can be classified under the main areas outlined in the Code of Practice:

Cognition and Learning: e.g. Moderate Learning Difficulties, dyslexia and Global delay

Communication and Interaction: e.g. Speech and Language delay

Social, Emotional and Mental Health Difficulties: e.g. Behavioural problems

Sensory and Physical: Autism, vision/ hearing difficulties, Cerebral Palsy and Downs Syndrome

We have a number of children who have Education, Health and Care Plans and we give them provision as set out in their personal plans to help them to achieve their short term and long term aspirations.

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

The school's SENCO is Sarah Stephenson and she can be contacted through the school's number: 01653 692 104 or by e-mail: senadmin@norton-pri.n-yorks.sch.uk.

We believe that every child has the right to access a broad and balanced curriculum. We provide Quality First Teaching to all children. Sometimes a child may not be making adequate progress or appears to have a barrier to their learning. This would be picked up through observations, looking at their work or during assessments. A discussion would take place which would usually involve the child's teacher, the SENCO and the child's parents and a plan would be put in place in order to support the child. This may in the form of extra resources, TA support either inside or outside the classroom or it may result in a more formal assessment being carried out such as a screener for dyscalculia or dyslexia. It may also be decided that outside support is required such as the school referring to the Speech and Language service or EMS outreach; or the parents taking the child to a doctor.

Once a plan had been put in place, it would be reviewed on the date decided and the child's next steps would be discussed. This would involve deciding whether the provision has been successful and therefore would need to be continued; if it was not successful therefore it needed to be changed or that the child no longer would require any additional support.

If a child was still not making adequate progress using the school's resources, or they had severe and complex needs, a CAN-Do would be completed and an Education, Health and Care Plan would be requested. Parents would be involved in these discussions and would have an input on its content.

The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

We operate an open-door policy at Norton CP School and parents are always welcome to come and discuss any questions or concerns about their child.

Parents would be contacted and informed if there were concerns about a child's progress or ability to learn. We would need parent's permission to include a child on the SEN Register.

Parents are invited to talk about their child's progress at least 3 times a year and their views are taken into account.

Some children have a home- school book which aids communication between school and parents.

We do have links with SENDIASS (SEND information advice and support service) from North Yorkshire and we also have an in-house Family Support Advisor who can help support parents.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

At Norton CP School we strive to make the children as independent and confident as possible. The school actively listens to the views of children and children who have SEND are part of the school council. Children are encouraged to use the resources around them to support them in their work independently rather than always relying on an adult to help them.

Children who have SEND are consulted about their views on the school and lessons. This includes what they feel they are good at and enjoy about school and also what they would like more help with and what this may look like. The children also set their own targets about what they would like to achieve and think about how they could achieve them.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

At Norton CP School each children on the SEND register has an Individual Education Plan where their strengths and barriers are outlined. Also on the IEP is a record of what provision is being given to the child that is additional and different and what their desired outcomes are. These desired outcomes are reviewed at the date recorded on the plan. On the date of review, the progress is recorded on the IEP and if necessary new targets are selected. These outcomes are shared and discussed with child and their parents.

If a child has got many agencies working with them, meetings are held throughout the year which are attended by parents, school staff, any outside agencies and will include- as much as is possible-the views of the child. At this meeting every person has the opportunity to say how they feel the child is doing. The outcomes will be discussed and next steps will be put into place. The children who have Education, Health and Care Plans will be reviewed Annually as outlined in the Code of Practice.

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

The school has good relationships with local schools and playgroups. From the pre-schools, all the children moving into the school have visits to support them with the transition from pre-school to school. If any children have additional or complex needs the SENCO and EYFS leader will attend meetings with the pre-school staff and parents in order to aid the transition and get to know the children's needs and their families.

Children who are on the SEND register in Year 6 have additional visits to the Secondary School they will be attending so they can get to know the school and also to meet the SENCO. Meetings are also set up with the SENCO, the SENCO from the Secondary School and the child's parents in order to talk through the transition of the child moving to Secondary School. This is a good chance for the parents to ask any questions they are worried about and also have a point of contact at the school.

If a child with SEND joins the school within a school year the SENCO will meet with their parents in order to discuss the transition, including any support which the child received at the previous school. We read any information sent by the previous school to get to know the child and how best to meet their needs. It is also important to learn which outside agencies are involved with a child and what support they have had in the past.

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

7. What is your School's approach to teaching children and young people with SEN?

Staff at Norton CP School believe that Quality First Teaching ensures that every child makes good progress. At Norton CP School we believe very much that all children should be independent and therefore each pupil receives a balance of working with the class teacher, working with support adults, working in partners, working in groups and also having the opportunity to work independently.

If a teacher feels that a child needs extra support, they will provide the child with 'catch up' or 'booster' support. This may be, for example, that the child is supported regularly by a TA during lessons, or they are given practical resources to use. If this additional support is still not ensuring that the child is making adequate progress then the child will be given 'personalised and targeted' provision. This is provision usually given on a 1:1 or small group basis and is additional and different to what the other children of the same age are receiving. The provision will be tailored towards the child's needs or barriers to learning in order to help them to access the curriculum. This additional support will be recorded on the child's IEP and will be monitored and adapted if necessary.

When a child has identified as needing additional support, they may be included in an intervention which take place outside the classroom. Below are some of the interventions provided at Norton CP School:

- Better Reading Support Partners (10 weeks, Key Stage 2 children)
- Success@Arithmetic. Year 6
- Read, Write, Inc. From Foundation Stage. Ongoing. As needed.
- Writing and Numeracy interventions. Years 3-6. As needed.
- Speech and Language interventions- for example ECAT (in the Foundation Unit) and Lego Therapy (in Key Stage 2.). As needed. Some are directed by Speech and Language Therapist.
- Physical exercises. As needed. Some are directed by O.T. and physiotherapists, e.g. Toderescue (a fine motor skill programme).
- Behaviour management interventions- e.g. Seeing Red, social stories.

The impact of these interventions are monitored by either the specific assessments associated with that intervention or through the school's tracking system.

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

Norton CP School currently holds the North Yorkshire Inclusion Quality Mark at Level 2.

North Yorkshire's local offer can be found at:
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Teachers adapt their classrooms and their teaching so that every child's needs are taken into account. Some examples are listed below and the whole range of adaptations can be found on the provision maps. These can be found at: <http://www.norton-pri.n-yorks.sch.uk/parents.html>

- Cognition and Learning- children who are behind in their reading are heard daily, work is differentiated and visual and practical resources are used.
- Communication and Interaction- children are taught Makaton signs as a whole-school approach, teachers use collaborative learning (e.g. talk partners/group work) and drama.
- Social, emotional and mental health difficulties- PSCHE lessons, behaviour policy and assemblies.
- Sensory and physical- P.E. lessons, pencil grips and universal handwriting scheme.

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

The SENCO of the school is Sarah Stephenson. Sarah achieved NASENCO (National Award for SEN-Co-ordination) in December 2012. Sarah also trained as a Numbers Count teacher and passed the 'ELKLAN' course (Speech and Language course, Level 3) through which she learnt how to teach children who struggle with understanding Numeracy and also have Speech and Language difficulties. So that the new Code of Practice could be implemented effectively in school Sarah attended the NASEN conference for 2 days in Bolton and more local training in North Yorkshire. Sarah attends the North Yorkshire SENCO networks every term in order to keep aware of the local and national requirements for SEND provisions in school. Sarah has delivered training to the school staff on how to support Numbers Count, ELKLAN, dyslexia and autism. She regularly gives advice to staff on how to support individual children and leads staff meetings in order to update the staff on developments in SEND and train in any relevant areas.

As well as from the SENCO, school staff have accessed training from outside agencies such as the Educational Psychologist, Speech and Language Therapist and outreach services such as Autism outreach, EMS and hearing impairment outreach. Some Teaching Assistants have had training according to the needs of the children who they work with including: Better Reading Support Partners, 'the secrets of words,' Success@Arithmetic, Lego Therapy and some behaviour management interventions such as Seeing Red and social stories.

They use this training in order to support children in lessons and in intervention groups outside the classroom. As part of the ongoing CPD of TAs, the SENCO continues to deliver training they request to support them. Sarah continually offers advice to staff- teachers and TAs – about how to support children with SEND. She is also used to teach children with SEND, having taught Numeracy to a group of children with SEN, mixed age classes and intervention groups.

All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The effectiveness of any provision made for children with SEND will be evaluated through observations of the child, looking at their work and through discussions with the class teacher, TA, parents and the child themselves. Any provision will be changed if it is felt the child is not benefitting from it or making progress.

The way progress made through interventions is monitored at Norton CP School depends on the intervention being carried out. Some interventions (for example Better Reading Support Partners) is assessed through progress on a specific reading test whereas in other interventions such as Read-Write-Inc the progress is displayed through the child's work and ability to apply the spelling choices independently in the classroom.

Formal assessments are taken of the children midway through the year and again at the end of the year. This allows the school to track the progress of children and identify where additional support or interventions may be required. As mentioned above, the impact of specific interventions are monitored through various different methods.

Every child on the SEND Register has an Individual Education Plan. This enables people to see the steps of progress a child has made throughout their school life and also what strategies have been useful or not. This particularly supports transitions as children move up into their next class the teacher can see what helps the child to learn.

The SENCO holds regular conversations with the Teaching Assistants who are carrying out the interventions to ensure that they are carried out correctly and that they are effective. She also visits classrooms to ensure that the children with SEND are being sufficiently supported and actively engaged in lessons. The SENCO monitors the practice of the TAs and holds discussions with teachers and observes the children to ensure that the TAs are being effective in their work.

The SENCO regularly meets with the SEN governor to discuss the SEND provision at the school. The governor then feeds back in governors meetings so that the governors are aware of the SEND needs and progress of the children.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Norton CP School is a very inclusive school. No child is ever excluded from taking part in an activity or joining a club because they have SEND. Specific arrangements would be made if a child with SEND was to take part in an activity. Enrichment opportunities are available for pupils at the school, with a particular emphasis on those children with SEND who need to grow in confidence (for example the Forest School initiative) or socially (for example the 'change for life' club and booster swimming.) The children have been specifically selected and invited to join these extra-curricular clubs and opportunities.

The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

At Norton CP School we take the emotional welfare of our children very seriously and steps are put in place to support any child we feel requires extra support.

As part of the school day, children have regular collective worship sessions, and in Key Stage 1 they follow the SEAL curriculum where they learn about how to be a good citizen.

E-safety is very important and emphasised and lessons are delivered regularly about how to stay safe when using the internet which is very important for children with SEND who can be vulnerable.

As mentioned before Norton School has an open-door policy and any adult can talk to a teacher if they have any concerns about their child. Teachers listen and respond seriously to any information regarding a child's emotional well-being if it comes from a parent or the child themselves.

The school have measures put in place to support a child's needs including an in-house Family Support Advisor who will work with parents who feel they may need some help, support or advice. The Family Support Advisor also supports children who have emotional needs both in and out the classroom and can offer bereavement support for children who have suffered a loss.

At Norton there is a zero tolerance to bullying policy and the staff take any information from a child who feels they are being bullied very seriously. Any occurrences of bullying are dealt with on an individual basis and by the class teacher and/ or SLT. Assemblies are delivered about bullying and children are aware of what bullying is and what they should do if they feel they are being bullied. Children are encouraged to make friends and there

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

<p>are some interventions which support social skills. Clubs are run every lunch time and the library is also open for children who find unstructured times difficult.</p> <p>The behaviour policy is followed strictly and consistently to quell any bad behaviour.</p>	
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?</p>	
<p>The school has many links to support services including:</p> <ul style="list-style-type: none"> • An in-house Family Support Advisor. • Speech and Language Therapist. • Education Psychologist. • EMS outreach services- including EAL, communication and interaction, SpLD, SLD, SMEH and SSA (for children with a diagnosis of Autism) • Access to health professionals: O.T., Physiotherapist, Continence Nurse, Advisory services and doctors. <p>If it was felt that support was required, parental permission would be obtained and the outside agencies often meet with parents to discuss the support they are providing and how the child is doing.</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child’s needs you will be informed and asked to give your consent.</p>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>The named SEND governor at Norton CP School is Linda McCarthy.</p> <p>Any complaints about the provision of SEN at Norton CP School should be discussed first with the child’s class teacher, Sarah Stephenson (SENCO) or Liz Parker (head teacher). If you feel the concerns have still not been addressed, a formal complaint should be written to Linda McCarthy (chair of governors).</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>