



NORTON COMMUNITY PRIMARY SCHOOL

SEN INFORMATION REPORT

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Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEN) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive if you choose Norton Community Primary School for your child.

1) What kinds of SEN do we provide for in our school?

Norton C P School is an inclusive school. We welcome all children, including those with SEN. We continually adapt our provision to meet the needs of all the children, including those who require support or have needs in the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Although this is an overview of the range of needs we plan for, individual children often have needs across a range of areas which may change over time. The support in place will differ according to individual needs.

Norton C P School is accessible to children and adults with a physical disability via wide doors, ramps, accessible toilets and we also have wet rooms on both sites. We ensure that equipment used is accessible to all children regardless of their needs. Breakfast club and after-school club, alongside extra-curricular clubs, are also accessible for all children, including those with SEN.

If a parent of a child with an Education and Health Care plan requests a place at Norton C P School they are welcomed and strategies are put into place to meet their needs.



2. What policies do we have for identifying children and young people with SEN? How do we assess their needs?

At Norton C P School we believe that every child has the right to access a broad and balanced curriculum. We provide quality first teaching for all children. The class teacher will closely monitor the progress of your child and this will be discussed at regular pupil progress meetings with the Senior Leadership team and SENCo. In addition, the class teacher will carefully monitor pupils' wider developmental and social needs.

If your child has a gap in their understanding and needs extra support to help them make the best possible progress, the teacher will discuss this with the SENCo and Senior Leadership team. High quality teaching, targeted at your child's needs will be actioned first. Where progress continues to be less than expected the class teacher, alongside the SENCo, will assess if the child has SEN. Where it is decided to provide SEN support, and parents have been formally notified, the class teacher will then implement a graduated process of assess, plan, do and review. We will work in partnership with parents to establish the support your child needs.

Where we feel that something additional or different is needed to support your child because they have SEN we will discuss this with you. This information will be recorded in a document for you and your child, known as a SEN Support plan.

This document will include: -

- your child's strengths;
- your child's barriers to learning;
- details of any strategies being used to support your child in class (including any extra support/interventions for your child);
- your child's desired outcomes and learning targets;
- the next date when your child's progress will be reviewed (on a termly basis or as appropriate).

Once the SEN Support plan is in place. It will be reviewed on the date decided (usually termly) and the child's next steps will be discussed. This will involve deciding if the provision has been successful and will continue or if it is not successful and requires changing. It may be decided that a more formal assessment is needed (i.e. screening for dyslexia or dyscalculia) or support is needed from an outside agency (such as a referral to the Speech and Language Therapy service, a request for support from the North Yorkshire County Council Inclusion Hub or an Educational Psychologist assessment). It may also be decided that a pupil has made progress and no longer has a Special Educational Need or Disability so the SEN Support plan would no longer be needed.

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 (EHCP). School is not the only organisation who can request an EHCAR (Education Health Care Assessment Request), parents can also make a request to the local education authority. Should the EHCAR be successful, then an EHC plan will be drawn together for your child. This is then formally reviewed at an Annual Review, alongside parents and any professionals involved in the child's education.

If you have any concerns about your child don't hesitate to contact your child's class teacher to discuss your worries. Further information can also be found in our policy for [Special Educational Needs and Disabilities](#), found on the school website.



3a) How do we evaluate the effectiveness of the provision made for children with SEN or disabilities?

The effectiveness of our SEN provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions.
- Review meetings with parents, child and teacher to evaluate the SEN Support plan.
- Focused analysis of the progress of children with SEN via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.
- Feedback from parents (through questionnaires)
- Discussions with teachers and teaching assistants
- Work samples and book looks
- Quality First teaching is monitored by the SENCo and the Leadership team.

The governing body evaluate the work of the school by:

- Having a designated governor (Helen Collins)
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEN
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEN

3b) What are our arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

At Norton C P School, each child with SEN has an individual SEN Support plan which outlines their strengths and barriers. On each plan there is also an outline of the individual provision that is additional and different to our everyday high quality teaching, alongside all desired outcomes. This will be reviewed on a termly basis with parents and any other agencies involved. Pupil and parent voice will also be documented at each review.

Summary for arrangements:

- Your child's progress is continually monitored by the class teacher and SENCo.
- His/her progress is reviewed formally every term
- Formal assessments in reading, writing and maths are carried out in the Spring and Summer Terms (Y2-6) using NFER standardised tests or SAT's. Y1 carry out formal NFER tests during the Summer Term, alongside the statutory Phonics Screening check.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS).
At the end of the EYFS (F2), an Early Years Foundation Stage profile is carried out. This is something the government requires all schools to do and the school results are published nationally. The SENCO will ensure that reasonable adjustments are made to enable your child to access these tests.
- Within the first six weeks of children starting F2, teachers are required to carry out a Baseline assessment. These are short task-based activities used to measure individual pupil's performance and to inform teaching within the first term.
- All pupils in the EYFS are screened using Wellcomm or NELI (Nuffield Early Language Intervention) tools, within the first half of the Autumn term. Any pupils identified at



risk of delay in their communication and interaction skills will receive a programme of interventions.

- Any pupil working on the Read Write Inc phonics/Fresh Start phonics scheme will be assessed each half term to identify gaps in phonic knowledge.
- Any child working below the standard of the National Curriculum and not engaged in subject specific-study at the end of KS1 or KS2, will be assessed using the Engagement Model. At the end of Year 2 and Year 6, performance will be assessed using the Pre-Key Stage standards for pupil's not engaged in National Curriculum subject-specific study.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- The SEN Support plan is reviewed termly on the Provision Map app. Parents are invited to meet with the teacher to discuss the progress and set new targets. Pupil voice will be sought and recorded on too.
- If your child has an EHC plan, then a formal Annual Review will be called each year. The plan will be reviewed with the parents, pupil and all other professionals involved.
- All parents receive an annual report in July each year.

3c) What is our approach to teaching children with SEN?

- We are committed to working together with all members of the school community. Parent partnership is particularly important to us.
- Our commitment to Quality First teaching means that we have the highest expectations for your child. Teaching is built on what your child knows, can do and understands. We use different ways of teaching in order to fully involve each child in classroom learning.
- Your child may get extra support, such as adjustments to the resources/curriculum in the classroom or TA support in a small group or individually. We shall keep you informed if this happens.

3d) What sorts of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

At Norton C P School we can offer a wide variety of personalised targeted support through a graduated response. This means that support for your child will be built up/ adapted over time in order to respond to your child's developing needs effectively.

Interventions are delivered by highly skilled teaching assistants or teachers and are carefully monitored in order to ensure that they help to accelerate your child's progress. These interventions support the specific needs of your child. Some interventions may be carried out within a small group of children, and some may be one-to-one. All interventions are recorded on our Whole School Provision Map, which outlines provision available in school for children with:

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

Risk assessments will be carried out as appropriate for any children with a high level of need, based on the provision in place.

3e) What additional support for learning is available for pupils with SEN?

Where a pupil is identified as having a SEN, the class teacher will take action to remove barriers to learning and put effective special educational provision in place, with support from the SENCo. This will take the form of a four-part graduated cycle where earlier decisions and



actions are revisited, refined and revised with a growing understanding of the child's needs and effective strategies to support them in making good progress and securing good outcomes.

Support may be given through a range of strategies. At Norton C P School the class teacher is responsible for working with the child on a daily basis. Your child may:

- be given differentiated tasks or teaching approaches linked to the same topic/theme as their peers
- have access to a range of concrete and/or visual resources and equipment
- be supported by the class teacher or TA for specific activities within a small group in the classroom.
- Complete evidence-based interventions within small groups or 1:1 away from the classroom.
- Receive support/block of therapy from a specialist (e.g. Educational Psychologist, Speech and Language therapist, specialist teacher from the NYCC Hub).

3f) How are children and young people with SEN enabled to engage in activities available alongside children in the school who do not have SEN?

Norton C P School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and to achieve positive outcomes in life.

The school runs many enrichment clubs and activities to which all children are encouraged to participate. We work very hard to make all reasonable adjustments to ensure that this can happen. Educational visits, including residential trips, are accessible for all children. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

3g) How do you support children with SEN to improve their emotional and social development? What arrangements do we have in place for listening to the views of children with SEN and measures to prevent bullying?

Norton C P School has a number of staff members, who support both individual and groups of children throughout school, regarding their emotional and social needs. We also have an 'open door' policy so you can request to see a teacher, the SENCo or a member of the leadership team if you have any concerns regarding your child.

Although, from time to time, a child may need a high level of individual support, our aim is always to help children to be more independent in lessons. The SENCo, Leadership team and SEN Governor continually monitor pupil voice. The school website has a tab available (the 'worry' button) for children who want to share any worries or concerns with us. Views of children are sought during termly SEN Support plan reviews. We have a team of staff across both school sites who have completed Mental Health First Aid training, and two members of staff who are licensed THRIVE practitioners.

Your child may be identified by the class teacher/SENCo, or you can raise your own concerns as a parent, as needing specialist support (for example, Educational Psychologists or specialist teachers). The SENCo will request support as appropriate and if further advice is needed the school can request support from NYCC Inclusion Hub for Social, Emotional and Mental health. This can be done through the Inclusive Education Team at NYCC.



Our school policies address a variety of issues, including bullying. Any occurrences of bullying are dealt with on an individual basis by the class teacher or a member of the Leadership team.

4) What is the SENCo's name and how can I contact them?

Hello, my name is **Mrs Sarah Bates**.

Contact details: **01653 692104** or email sbates@norton-pri.n-yorks.sch.uk

I have completed the National Award for Special Educational Needs Co-ordinators (NASENCo).

Please come and have a chat if you wish to discuss your child's needs.

5) What sort of expertise for supporting children and young people with SEN do we currently have in school?

Our provision for children with SEN is co-ordinated by our SENCo. SEN is taken very seriously, with updates being implemented on a regular basis. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEN. Staff access training courses run by outside agencies which are relevant to the needs of the children in their class. Staff also access whole school training on SEN issues, for example dyslexia, dyscalculia and working memory.

Sarah Bates (SENCo) has now achieved the National Award for Special Educational Needs. She also attends termly SENCo network meetings (provided by NYCC) to ensure we keep abreast of any updates or new training.

We have members of staff trained to carry out a variety of interventions, such as Lego Therapy, Compass Phoenix, 1st Class@Number, Reading Intervention, Precision Teach, THRIVE. Please refer to our Whole School Provision Map for more details.

After discussion with parents, we may refer a child for other specialist assessment, such as the Speech and Language Therapy service. We may also refer a child through the NYCC SEND Hub for additional advice or support. A panel will then decide which local authority service would be appropriate to provide advice to the school regarding the child.

6) What do we do to ensure any special equipment or facilities are secured to support children with SEN?

At Norton C P School, we provide high quality support for children with SEN (including equipment) using our school budget. The school receives a notational SEN budget from the government. The SENCo, headteacher and governing body will develop a clear picture of the resources available to the school, taking into careful consideration resources aimed at particular groups, such as pupil premium. Top-up funding is available from North Yorkshire County Council, for provision that exceeds the core funding.

7) What are our arrangements for consulting with parents of children with SEN and involving them in their child's education?

At Norton C P School we operate an 'open door' policy in which we want to work closely with you and your child. Parents and carers are encouraged to speak with the class teacher about any questions or concerns they may have.



Parents will be contacted by the class teacher if they have any concerns regarding a child's progress or ability to learn. We value and record our early conversations with you, as this enables us to provide support as early as possible for your child.

Regular contact with parents is important for children with SEN. All parents can discuss their child's progress and targets at Parent/Teacher Consultation evenings and at review meetings where we will discuss your child's hopes, aspirations and goals/interests. For some children, regular communication takes place daily with a home/school book or contact with the class teacher before or after school.

8) What arrangements do we have in place at Norton C P School to consult with our young people with SEN? How do we involve them in their education?

At Norton C P School we strive to make the children as independent and confident as possible. We actively listen to the views of our children, and children who have SEN are part of our School Council known as Pupil Voice. Children are encouraged to use the resources around them to support them to work independently and we focus on metacognition skills to develop resilience.

How do we involve children with SEN in their education?

- Children who have SEN are consulted about their views about school and lessons before or during each SEN review. 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.
- All children also set their own personal targets about what they would like to achieve and think about how they could achieve them.
- The SENCo will regularly monitor children in lessons/interventions, giving children opportunities to give verbal feedback and have discussions about the provision.

9) What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

If you have reason to complain about part of your child's education or the action of another adult, please follow the procedures outlined below.

All complains about the provision of SEN at Norton C P School should be discussed first with your child's class teacher. If you feel the matter has not been resolved, please contact Sarah Bates (SENCo) and Liz Parker (Headteacher). If after discussions with the SENCo and Headteacher, you feel that your concerns have still not been addressed, a formal complaint should be written to Mr Dave Harnan (Chair of Governors).

Our full complaints procedure can be viewed [here](#).

10) How does our governing body involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEN and supporting their families?



Sometimes it will be helpful for school to request some additional support from an outside agency. Norton C P School has established excellent working relationships with professionals from the following agencies:

- Educational Psychologist
- School nurses and doctors
- Healthy Child Team
- Early Help services
- Social Care
- Sensory, Physical and Medical Team
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Early Years Advisory teachers
- In-house Family Support (Mrs Meade)
- Specialist hubs for Speech, Language and Communication, Cognition and learning, Social, Emotional and Mental Health
- Specialist Autism Support
- The Retreat York
- CAMHS - Child & Adolescent Mental Health Services
- North Yorkshire SEND local offer - this gives children and young people with special educational needs or disabilities, and their families information about what support services the local authority think will be available in your area.

10b) Who is the School Governor for SEN?

- Our School governor for SEN is **Helen Collins**. She is our champion for pupils with SEN. She is responsible for making sure that the necessary support is made for any child with additional needs.

11) What are the contact details of support services for parents and pupils with SEN?

We have links with SENDIASS (Special Educational Needs or disability information advice and support service) who provide free impartial, confidential and accurate information, advice and support for parents and young people on matters relating to special educational needs and disability.

SENDIASS North Yorkshire advice line - [01609 536923](tel:01609536923) (local rate call) or via the website [Contact Us - SENDIASS North Yorkshire](#). They are open Monday to Friday 9.30am to 1pm (term-time) or Tuesday to Thursday 9.30am to 1pm (school holidays).

12) What are our arrangements for supporting pupils with special educational needs in moving between phases of education or in preparing for adulthood and independent living?

Norton C P School has good relationships with local schools and pre-school settings. When children transition from pre-school settings, child-minders or home into our Early Years provision, there will be a series of events that take place:

- The EYFS leader may visit the pre-school (sometimes it may be at home) or the child-minder to see your child in a familiar environment.



- You will also be invited to look around the school, meet the staff and the SENCo.
- Your child will be invited for a 'Stay and Play' session.
- It may be necessary to arrange a series of transition sessions for your child depending on their individual SEN needs.
- Where necessary, photographs of the environment and key staff members will be provided before your child starts so you can support the transition at home or at the pre-school setting.
- Meetings with the pre-school, parents and school staff will be arranged as necessary depending on the individual needs of the child.
- All children starting F1 are offered a home-visit or a pre-visit (depending on National Guidelines in relation to the COVID-19 pandemic).

If your child is transitioning to Secondary school:

- Additional visits to the secondary school can be arranged as necessary to support your child to become familiar with their new environment and to meet specific staff.
- When required, a familiar member of staff (usually a teaching assistant) can accompany your child to the transition visits. Photographs may be taken of key areas of the school to help your child familiarise themselves and recall this information.
- The SENCo will arrange for the secondary school SENCo to meet with parents to discuss individual needs and to share information. This is the ideal opportunity to ask any questions you or your child may have and share any concerns.
- If your child has an EHC plan, the secondary school will be invited to the Annual Review and the Local Authority will consult with the school of your choice to see if they can meet your child's needs.

If your child is transitioning from another school:

- If your child with SEN joins Norton C P School from another school, the SENCo will meet with you to discuss the transition and any support your child has at their current school. The SENCo will also discuss if any outside agencies are involved and who they are.
- If a series of transition sessions is required to help your child become familiar with their new school, we will arrange these in advance.
- All information provided by the previous school will be read and shared with the class teacher, SENCo and Headteacher.
- If outside agencies are involved, we will make contact as soon as possible to ensure a smooth transition.
- If your child has an EHC plan the Local Authority will consult with us to ensure we can meet the individual needs as identified on the plan.

From an early age we support children to become independent and resilient. We have embedded the metacognitive approach throughout school which is vital in ensuring children develop the necessary skills in later life. Children with SEN engage in the same activities as their peers throughout their time in school (with adaptations as appropriate); they are actively supported to develop friendships and social skills. We seek to understand their strengths, interests and motivations and use this as a basis for planning support around them.

13) What is North Yorkshire's Local Offer?

To find out more about the **North Yorkshire SEN Local Offer** visit: [About the local offer in North Yorkshire | North Yorkshire County Council](#)



*School Information report last reviewed: September 2022 **Next review due: September 2024***

