



Introduction

This SEN information report is part of the Norfolk Local Offer for children with special educational needs (SEN). All proprietors of academy schools have a legal obligation to publish information on the school's website about the implementation of the proprietors' policy for SEN. This information must be updated annually.

If you think your child has SEN, please speak with the class teacher or with the Head teacher and SENCo, Louise Jackson, 01485 541274.

Our Approach to SEN

We believe in participation for all - Inclusion. 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 on the school website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

How we identify SEN

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

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

What we do to support learners with SEN at Snettisham Primary School?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables / Makaton or PECs
- Now and Then baskets
- Work Stations
- Writing Frames
- Lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems

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 the 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 describes the interventions and actions that we undertake in school to support learners with SEN. We modify the provision map regularly, and it changes as our learners and their needs change,

We share our provision map in our clusters with our colleagues so we can learn from each other. We are also able to promote consistent practice across all the cluster schools ensuring equality of opportunity.

The SENCo reports to the governors on the provision available within the federation and its impact on the progress of SEN learners.

External Support

- In certain circumstances, it may be considered necessary to obtain short or long term input from additional externally based professionals. These may include educational psychologists, specialist advisory support teachers, SRB outreach services, speech and language therapists or CAHMS professionals. In such instances input will be coordinated by our SENCo and discussed with the parents and pupils concerned.

How do we find out if support is effective? Monitoring progress is an integral part of teaching and leadership within our Federation. Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the ‘assess, plan, do, review’ model. **Assess** – this involves taking in to consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan - this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided. Decisions will be recorded and form the basis for pupil progress interviews and Parent/Teacher Consultations.

Do - providing the support.

Review – measuring the impact of the support provided and considering whether changes to that support need to be made. Children, Parents/Carers and the teaching and support staff will be involved in reviewing progress. This review can be built in to the intervention itself or a more formal meeting. If a learner has a Statement or an Education, Health and Care Plan (EHC plan,) there will also be a formal annual review.

The Senior Leadership Team collates the impact data of interventions. As appropriate this data is shared in the clusters.

Progress data of all learners is collated and monitored by Teachers, Senior Leaders and Governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Frequently Asked Questions

1	What kinds of special education needs are provided for?	In 2017/8 we have provided for children with a diagnosis of Global Delay, Autism, Moderate learning difficulties, Attention Deficit Hyperactivity Disorder (ADHD) Social Emotional & Mental Health difficulties. So our main support for pupils this year has been within Communication and Interaction, Cognition and Learning and Social and Emotional Mental health – for many pupils with additional needs these prime needs can overlap. 38% of children have received support for Communication and Interaction, 27% have had a Learning difficulty linked to English or Mathematics and 30 % have been targeted for support with Behaviour and Social and Emotional Health difficulties – other pupils have physical and medical needs .
2	How does the school identify children with special educational needs?	We start with our families and talking to them about their development. Families often know that children require support. We observe pupils closely and we know our children. Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, SEMH Team from NCC, Churchill Park Specialist Team, Autism Team etc as appropriate to the child. Concerns from parents are discussed and recorded and the child monitored further by the SENCO following the graduated response approach. All parental concerns are acted upon. Some children arrive at our School with their SEN needs already identified from their previous setting. The named SENCO at Heacham Junior School is Ms Louise Jackson. Susie White has supported the school this term as a Senco Deputy. Both Senco can be contacted on 01485 570357
3	How many children in the school have special educational needs?	Moving into Sept 2018 we have 27% of children identified as having additional needs. The number of children on EHCP is 1.1%.
4	What are the arrangements for consulting parents of children	We meet with families as often as they wish. There is a meeting to review the SEN passport where key barriers to learning are identified. All children with SEN then have 3 reviews per year where we discuss with parents the

	with SEN and involving them in their child's education?	progress their child has made against previous targets set on their Overcoming Barriers To Learning Plans and together set new targets. We also host meetings where families can learn more about our general SEN ethos and provision where we consult families for advice and suggestions. We strive to include parents view points and preferences when setting these targets. All parents have additional parent's consultation times through the year and are welcome in school at any time to discuss their child. Further information about SEN is also shared through the West Norfolk Cluster of Schools.
5	What are the arrangements for consulting young people with SEN and involving them in their education?	We have used personal plans (OBTL) to support many of our children with identified need. These can be for learning and for wellbeing. Children are involved to understand and review the targets on their plan. They know from this plan what each person is going to do to support them to meet their targets, and what their own role is. Pupils' views are collected on the review notes and on a One Page Profile if this is an appropriate tool for the child. We also use feelings and wishes forms to evaluate well being of the children if we need to.
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the Cluster SEN policy 2017) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEN support as determined by their progress. We use the Sheffield Banded Grid to help us ensure that we are doing everything that we need to for an individual child.
7	How many children have met the exit criteria and no longer need this support?	SEN is a very transient state; some children may need support for their entire time at Snettisham Primary School. Some make good progress so that their attainments are in line with their peers and no longer require SEN support. We liaise with parents to decide whether SEN is to be continued.
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. For learners with SEND the SENCO will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. School staff will meet with outside agencies that are involved with the learner. Learners are prepared to move into Year Three at other schools by arranging visits and meetings with school staff this can be amended to suit individuals and their SEND. Friendships groups are one of the things that are taken into account by our local Junior School where the majority of our children transfer to. The classes are usually mixed on an annual basis.
9	What is the approach to teaching children with SEN?	We strive to be as inclusive as possible at Snettisham Primary School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEN can access. Differentiation, where the learning is adapted to meet every learners needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning. Some children with SEN receive learning through interventions and this can be ongoing or for a block of support. Class teachers are involved in the SEN reviews and feed their opinions into the targets set for each child.
10	What adaptations are made to the curriculum and learning environment of children with SEN?	The SENCO and class teacher, together with parents, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies. These programmes are overseen by the Headteacher. The programmes are monitored and updated as necessary – building on the progress that children make. The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND.

		We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. Thrive sessions, speech and language sessions, enrichment activities, gross motor skills group or booster interventions in literacy and numeracy
11	How does school ensure that staff have the relevant training to support children with SEN?	We ensure that all staff have access to a variety of training over each school year and will share expertise through the Family of Schools when needed. We plan training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported. In 2017-18 staff received training for SEMH and behaviour.
12	How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?	Annual parent questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents and learners. The Senior Leadership Team and Governors monitor performance through school visits, work collection checks, pupil discussions, sub-committees and reports to set targets for performance.
13	How do you ensure learners with SEND are included in non-classroom based activities?	Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. We always aim to include children in clubs, performances, school council, jobs and responsibilities if they wish. Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary. Where necessary school will make physical adaptations to allow learners with SEN to be included.
14	What support is available for improving social and emotional development?	Our curriculum, resources and teaching methods ensure that all children have good access to emotional and social support. School assemblies also cover a broad range of aspects within this curriculum. We develop and access additional wellbeing support time for some children so where a child requires a higher level of support than this school will plan a programme of support written around an individual child's needs.
15	How does the school involve other agencies in meeting children's SEN and supporting their families?	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.