



All Saints CEVA Primary School, Stibbard

SEND Local Offer 2019/20

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the draft SEN regulations.

At All Saints Primary, we are committed to working together with all members of our school community. The local offer has been produced with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our local offer, so please do contact us. The best people to contact this year are:

Alison Woodward	SEN governor
Sue Tobin	Special Educational Needs Coordinator (SENCo)
Paula Jones	Headteacher

If you have any specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions on the website www.norfolk.gov.uk/SEN. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Sue Tobin our SENCo on 01362 668318.

Our approach to teaching learners with SEN:

At All Saints Primary, we believe in participation for all. 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 more 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.

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 learning is taking place, using whole class Provision Maps.

Our whole school system for monitoring progress includes supervision, regular feedback and updating tracking documents.

How we identify SEN:

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines 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.

Learners can fall behind for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. We are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

To view our SEND Profile for 2019/20 see APPENDIX 1.

Assessing SEN at All Saints Primary

Class teachers, support staff, parents/carers and the learner themselves will be first to notice a difficulty with learning. We ensure that assessment of educational needs, directly involves

the learner, their parents/carer and of course their Teacher. The Special Educational Needs Coordinator (SENCo) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website www.norfolk.gov.uk/SEN.

As a school we are also committed to up-skilling teaching assistants, having teaching assistants specialising in conducting work with children for dyslexia, autistic spectrum disorder (ASD), speech and language and nurture.

What we do to support learners with SEN:

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations.

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

- Visual aids
- Writing frames
- Chrome Books
- Computer software – e.g. Nessy
- Booster sessions 1:1 or in groups

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 although does not detail the individual learner names, describes the interventions and actions that we undertake to support learners with SEN across the year groups. We modify the provision map regularly and it changes every year, as our learners and their needs change.

At All Saints Primary, we share the provision map with our Federation colleagues at North Elmham CE VC Primary, so we can learn from each other and demonstrate what we offer for learners with SEN and are able to promote consistent practice across the schools.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

How do we fund this?

All Saints Primary receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in a SEN memorandum.

Schools can also apply to the Virtual School for SEND for "Top up" funding.

How we find out if this is effective:

Monitoring progress is an integral part of teaching and leadership which the School. 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 and ensure that parents/carers and children are involved in each step. Before any additional provision is

selected to help a child, the SENCo, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself and is reviewed at least once a term, where progress and next steps are considered. If a learner has an Educational Health Care Plan (EHC plan), the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

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

Other opportunities for learning:

All learners should have the same opportunity to access extra-curricular activities. We will offer a range of additional clubs and activities. If you require any information regarding activities and clubs available, contact the school office.

We are committed to making reasonable adjustments to ensure participation for all, in accordance with the Equality Act 2010, where it states that:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has substantial and long-term adverse effects on his/her ability to carry out normal day-to-day activities.”

Section 1(1)

Disability Discrimination Act 1995

Preparing for the next step:

Transition is a part of life for all learners. This can be transition to a new class, having a new teacher, or moving on to another school, training provider or moving into employment. We are committed to working in partnership with children, families and other providers to ensure positive transition occurs.

Planning for transition is a part of our provision for all learners with SEN. moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say:

We can shape and develop provision for all of our learners, ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to ‘assess, plan, do and review’ provision for SEN.

Useful links:

www.norfolk.gov.uk/SEN

Parent Partnership

www.dfe.gov.uk

UPDATED: **Sept 2019**

UPDATED BY: **Sue Tobin**

NEXT TO BE UPDATED: **Sept 2020**

APPENDIX 1

SEN profile September 2018/19

Barriers to Learning	Number of Pupils
Cognition & Learning	17
Communication & Interaction	5
Social, Emotional & Mental Health	6
Physical, Sensory & Medical	3

SEND profile Year group

	Numbers
Year R	
Year 1	1
Year 2	3
Year 3	4
Year 4	7
Year 5	3
Year 6	9
Total	27

