



NORTONCANES
PRIMARY ACADEMY

SEND Policy and Information Report

September 2016



Norton Canes Primary Academy **SEND Policy and Information Report**

Norton Canes Primary Academy believes that every child deserves the opportunity to reach their true potential, through the right support to achieve aspirational targets. We pride ourselves in our caring community and we nurture an inclusive approach in both children and staff.

The Code of Practice for Special Educational Needs and Disability, September 2014, informs our current practice and we work closely with parents to meet children's needs.

The section below aims to answer the most frequently asked questions. If you have further queries relating to your child please do not hesitate to speak to the class teacher, who will liaise with the Special Educational Needs and Disability Coordinator (SENCO) as required.

Frequently asked questions:

1. What are the admission arrangements for children with SEN?

In accordance with legislation, children who have a statutory Statement of Special Educational Need or Education Health Care Plan that names our school will be admitted. For all children with SEND, the arrangements below ensure that their individual needs are most effectively met:

The Early Years staff visit children at their previous nursery setting wherever possible. We receive information about any SEN from the previous setting and the Early Years SENCO. We may also meet with parents or arrange a multi-agency meeting to plan for more complex needs. Nursery staff and staff in our 2 Year Old Provision also complete home visits prior to entry, which provides parents with the opportunity to discuss their child's needs in detail.

When children move to our school from another school, we first seek information about any SEN from the parent and the other school. Wherever possible, we then meet with the parent to discuss the child's needs in detail so that we can ensure that we are able to fully meet their needs. We may also meet with school staff or arrange a multi-agency meeting to plan for more complex needs.

Appropriate arrangements are then made following external advice as needed to ensure that every child has equality of opportunity. (see also Equality Policy)

2. How does the school know if children need extra help?

The progress and attainment of all children are routinely monitored and where children are not making the expected progress or attainment, teachers identify any barriers to learning.

Early signs that a child is having difficulties can include a lack of attention or an avoidance of particular tasks. Our teachers are careful to notice these early signs and adjust their teaching accordingly.

3. What should I do if I think my child may have Special Educational Needs (SEN)?

Firstly, speak to your child's class teacher, who will arrange a meeting to discuss your concerns more fully.

4. What happens when a concern has been raised?

Teachers consult with parents and agree additional strategies to overcome barriers and support the child's learning. The progress is then reviewed with parents and further assessments are completed. For many children, this early targeted support addresses their needs.

For some children this early action does not result in increased progress or attainment due to further barriers to learning. This may then lead to an identification of a Special Educational Need. If this is the case, parents are informed by letter following the review.

5. How will school staff support my child?

Where a need for early support is identified, teachers and teaching assistants follow a plan of different or additional teaching or support. This is usually a short term intervention, followed by a review of the impact.

Where SEN is identified, your child's teacher will plan and review the support on a Provision Map, in consultation with parents. This shows the nature and frequency of support and who will provide it. This will be explained and reviewed with parents at the review meetings every term. When children have a higher level of need or the intervention is not having the expected impact over time, a more detailed Individual Education Programme may be followed and reviewed more often.

The SENCO monitors the effectiveness of provision for pupils with SEN through a combination of; analysis of progress and attainment data, observations of lessons, conversations with pupils, and book trawls.

The SENCO reports to the SEN and Disability Governor each term, who has the responsibility to challenge practice, thereby ensuring that we provide the most effective support.

Throughout this process the SENCO advises teachers and teaching assistants in order to constantly improve provision.

6. How will the curriculum be matched to my child's needs?

At Norton Canes Primary Academy teachers plan their lessons to different levels according to the needs of the children in their class. This means that lessons are differentiated as necessary to ensure that all children are accessing learning at their own level.

7. How will both you and I know how my child is doing and how will you help me to support my child's learning?

The class teacher and school leaders monitor the attainment and progress of all pupils every half term, adjusting any provision as necessary. The class teacher will meet parents of children with SEN once a term to review progress. If the class teacher or parents are concerned about progress between these times, the teacher may arrange additional meetings.

8. What support will there be for my child's overall wellbeing?

At Norton Canes Primary Academy we view the wellbeing of the children in our care very highly.

Medical:

Every child who has a known medical condition is recorded on our Medical Register, which is then shared with relevant staff. It is the responsibility of the parent to inform the school office of their child's medical condition. If the condition requires any care during the school day, including personal care, the child should have a Care Plan in school. The SENCO will arrange a meeting with the parent to agree a Care Plan, which details what is required and who will provide the support. This is then shared with all staff involved in the care of that child. The SENCO may seek advice from the School Nurse (or Health Visitor for Nursery children) where necessary.

Social and Emotional:

We have Teaching Assistants across the school who work together with teachers to ensure that children feel they have someone to talk to during the school day. They also provide a communication link with parents at the start of the day, which ensures that information or concerns are recorded and passed on to teachers. At lunchtime, each year group has a named Dinner Supervisor, to help the children feel secure. The Dinner Supervisors use a communication book to ensure that information is passed on to the classroom staff.

For children with SEND, supporting their social and emotional needs will form part of the termly parent reviews. This may include how they are supported at playtime or lunchtime as appropriate.

We encourage the children to join staff in taking responsibility for caring for each other and we have Year 5/6 buddies at lunch times and peer mentors to help children resolve arguments. We have a School Council made up of children from each year group, who bring the views of children in their year group to the attention of school leaders.

We have a Nurture Group for children who may benefit from additional support to help them gain the confidence and skills to maximise their learning in the classroom.

As part of the school's monitoring schedule, school leaders regularly talk to children about their views on specific aspects of school life. The results of these 'Pupil Conversations' are used to help inform the next steps for the school.

Behaviour and Attendance:

We have a Behaviour Policy which rewards positive behaviour, while making expectations and procedures following negative behaviour clear, (see website for policy).

Since January 2014 we have had a Pupil Support Manager, Miss Farmer. She supports children's emotional well being when there is a concern and helps children to feel listened to and understood. When they are having difficulty managing their own behaviour, she helps them to make positive choices. She ensures consistent implementation of the Behaviour Policy, including sanctions as needed. She communicates with parents, the Head Teacher and the SENCO to ensure a joint approach. Our experience suggests that this helps to avoid exclusions. Where necessary, school work together with the Behaviour Support Service and Inclusion Officer from the Local Authority.

One of our school leaders is responsible for working with the Education Welfare Officer (EWO) to monitor and improve attendance. Together, they identify areas to be addressed.

They hold Attendance Clinics for parents of children whose attendance falls below 85%. These clinics allow open discussion about the reasons and how the school and other agencies can help parents to resolve any difficulties. The SENCO and/ or Pupil Support Manager are involved as appropriate.

Good attendance is celebrated, for example, the best class attendance of the week is celebrated in assemblies and children who have 100% attendance for the year are rewarded.

9. What specialist services and expertise are available at or accessed by the school?

Local Education Authority:

The SENCO is able to access advice for specific pupils from the Special Educational Needs Support Service (SENSS) and the Educational Psychologist (EP), as part of the support provided to Academies by the Local Authority. The school is allocated a specific amount of time from SENSS each year. In general terms, SENSS provide advice on specific learning needs and the EP advises when there are more severe and complex needs which meet their threshold. We plan to involve them when our SEN interventions have not accelerated progress and/ or we require more detailed information to understand the child's barriers to learning.

The school accesses support from the Dyslexia Centre at Landywood Primary School. The SENCO is able to apply for support, which may either be support from their staff in our school or a half day place at the centre. Over recent years we have had the benefit of their expertise in school, which in addition to supporting individual children, has trained teaching assistant staff to follow up the programmes of work. This now enables them to continue this specific work with children and extend this to other children.

When children with SEN enter our school in Early Years from other settings, the SENCO receives information and advice from the Early Years Forum.

The SENCO is also able to access support for children in school from a range of other services including Autism Outreach, Physical Disability Support Service, Hearing Impaired Service, Visually Impaired Service, Behaviour Support Service, Inclusion Officer. These services are generally accessed through individual pupil referrals. As an Academy, we are still able to access these Local Authority services.

Health Service:

The SENCO refers children to the Speech and Language Service when there are concerns about their speech or language understanding. If appropriate, the Speech and Language Therapist then visits the child in school for regular reviews and to advise staff. We have a Speech and Language Assistant who liaises with the therapists, advises teaching assistants and provides specific intervention work for children with targets from the Speech and Language Therapy Service.

The SENCO may refer to the School Nurse when there are medical or developmental concerns. The Nurse may then meet and advise both school and parents. Where appropriate, she may gather detailed information required for referrals to the Child Development Centre, including Paediatricians, Physiotherapists and Occupational Therapists or CAMHS (Child and Adolescent Mental Health Service) when further medical advice is required. The Nurse is also able to conduct hearing tests and refer to Audiology when there are concerns with hearing.

Local Support Team:

We also work with our Local Support Team (LST16). This enables us to access support for parents, such as parent or family support and advice. Often a fresh pair of eyes can help parents to find different routines or behaviour management strategies. This team also includes the Education Welfare Officer.

Social Care Services:

We work with social workers to support families and keep children safe. Representatives from school take part in review meetings. Children who are 'Looked After', for example those in foster care, have Personal Education Plans in school and the school receives Pupil Premium funding to help support them.

10. What training have the staff supporting children and young people with SEN and Disability had or are having?

We employ additional qualified teaching staff and many teaching assistants, several of whom have a Level 3 qualification relating to childcare and education. Staff who support children with particular needs receive advice and/or training from appropriate specialists, including the Dyslexia Centre, Autism Outreach, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Physical Disability Support Service, Hearing and Visually Impaired Service. Our Speech and Language Assistant has the Elkin qualification.

11. How will my child be included in activities outside the classroom including school trips?

Risk assessments are completed for all trips and for certain activities outside the classroom. When a child has additional needs which increase risk to themselves or others, there may also be an individual risk assessment. The purpose of this is to identify risk and plan ways of reducing risk to low. All children will be included in all activities and trips, provided that the risk assessment shows that risk can be minimised enough to make it safe to do so. Any medical care plans and SEN needs inform how the trip is planned, including the level of staffing required and any additional equipment or arrangements needed. Parents will be consulted when any arrangements need to be made that are different to their usual support. Trips are planned using the EVOLVE website to ensure safe practice.

12. How accessible is the school environment?

The school has made most areas completely wheelchair accessible, despite differing levels throughout the school. There are ramps to the main office, Nursery, Reception, Year 2 and one of the Key Stage 2 entrances, with a further level entrance. Within the building, small temporary ramps are routinely used to enter classrooms when children require them. There is a disabled toilet in Key Stage 2 and in Year 2 and appropriate adaptations have been made as needed in Key Stage 1. Hand rails have been installed next to many steps and are progressively installed as needed. Steps are marked to make them clearer for those with a visual impairment.

Advice is sought from the appropriate agency prior to a child with physical disability, visual or hearing impairment joining the school, to ensure appropriate adaptations can be made. When children need significant additional adult support due to a disability, additional funding or an EHCP assessment is applied for through the Local Authority. Qualified Communication Support Workers are currently provided by the Visual Impairment or Hearing Impairment Services once the additional funding has

been secured by school. The Visual Impairment Service also helps to provide the specialist equipment required by that child, such as individual computer screens.

For parents whose first language is not English, or who have told us that they have difficulty reading, time is taken by staff to talk through any letters. The school has begun to use Google Translate to support some parents.

13. How will the school prepare and support my child to join the school or transfer to a new school?

The Early Years staff visit children at their previous nursery setting wherever possible. We receive information about any SEN from the previous setting and the Early Years SENCO. We may also meet with parents or arrange a multi-agency meeting to plan for more complex needs. Nursery staff and staff from our 2 Year Old Provision also complete home visits prior to entry, which provides parents with the opportunity to discuss their child's needs in detail.

When children move to our school from another school, we first seek information about any SEN from the parent and the other school. Wherever possible, we then meet with the parent to discuss the child's needs in detail so that we can ensure that we are able to fully meet their needs. We may also meet with school staff or arrange a multi-agency meeting to plan for more complex needs.

Prior to children moving from Year 6 to High School, the SENCO and Year 6 teachers from our school meet the SENCO and Head of Year 7 from Norton Canes High, our main receiver school. Children's SEN and other needs are discussed. Additional transition visits, activities or arrangements are planned for those children who need them. Meetings are arranged with the SENCOs of other schools receiving children with SEN from our school. For children who have a Statement of Special Educational Need or an Education and Health Care Plan, transition arrangements are considered at the Annual Review in Year 5 and the High School SENCOs are invited to the Annual Review in Year 6. All SEN documentation is passed on.

For children with Autism, the school accesses Autism Outreach advice on additional transition support and arrangements.

When a child with SEN moves from our school to another school prior to the end of Year 6, the SENCO makes every effort to speak to the receiving school's SENCO to pass on information about needs and current provision verbally. All SEN documentation is sent to the SENCO at the child's new school.

14. How are the school's resources allocated and matched to children's Special Educational Needs?

The school uses the SEN budget to provide adult support and resources, according to need.

15. How is the decision made about what type and how much support my child/young person will receive?

Parents of children with SEN and their teachers meet every term to review progress and provision. When provision is not resulting in increased progress and attainment, the SENCO is involved. Where additional support may be required, the SENCO and Head Teacher use outside agency advice to inform their decision making.

16. How are parents involved in the school? How can I be involved?

At Norton Canes Primary Academy we encourage parents to be involved in decision making and day to day school life, through our regular Parent Partnership meetings. Parents are invited to speak to the school office if they wish to have further involvement, such as through reading support, PTFA or governor responsibilities.

17. Who can I contact for further information?

If parents have any concerns or questions about their child, they should first speak to the class teacher.

If parents require further information they can contact the SENCO, Miss Haylock. Appointments can be made through the school office. If concerns relate to social and emotional needs, parents can also ask to speak to Miss Farmer, our Pupil Support Manager. The SENCO and Pupil Support Manager work together with the Head Teacher to ensure the wellbeing of all pupils, including those with SEN. If parents have further concerns they should speak to the Head Teacher, Mrs Amos.

If parents are considering Norton Canes Primary Academy as their child's school, they should contact the school office on 01543 279402. The SENCO and/ or Head Teacher will then arrange to discuss their child's SEN and potential provision.

Further support and advice can be gained from:

Lichfield and Cannock District Office- Tel. 01543 512050

Staffordshire SEND Family Partnership Service (SFPS)- Tel. 01785 356921

For further information about the Local Authority's Local Offer and other services-

www.staffordshiremarketplace.co.uk

www.staffordshirecares.info

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