

WALPOLE CROSS KEYS PRIMARY SCHOOL

SEND INFORMATION REPORT

MARCH 2017

Introduction

Welcome to our SEND Information Report which is part of the Norfolk Local Offer for learners with Special educational needs and Disability (SEND). All governing bodies of maintained schools and nurseries 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 SEND. The information must be updated annually. The required information is set out in the Children's and Families Act and the Special Educational Needs Code of Practice 0 to 25, which can be found here:

www.gov.uk/government/.../send-code-of-practice-0-to-25

www.education.gov.uk/a00221161/children-families-bill

The Children's and Families Act and The Special Educational Needs Code of Practice 0 to 25 2015, puts pupils and parents at the heart of discussions and outcomes about the support that is offered, ensuring everyone works together closely. This is a more person-centred approach built around the child and their family. At *Walpole Cross Keys Primary School* we are committed to working together with all members of the school community. This Information Report has been produced with pupils, parents/carers, governors and members of staff. We would welcome your future involvement in the review of our offer, so please contact us:

SEND Co-ordinator: **Mrs Susie White**

SEND Governor: **Mrs Michelle Barry**

Head Teacher: **Ms Jo Borley**

School Council Link: **Mrs Mead**

Our school's approach to teaching pupils with SEND

At Walpole Cross Keys Primary School we believe in participation for all. We want all adults to participate in learning and we celebrate all members of our community. We strive 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. For more information on our approach, please refer to our Teaching and Learning Policy on our school website. We aim to create a learning environment which is flexible to meet the needs of all the members of our school community. Our staff continually assess to ensure learning is taking place. Our whole school system for monitoring progress includes termly Pupil Progress Meetings with the Executive Head Teacher (Ms Borley), Executive Deputy (Mr Mindham) and Executive SENDCO (Mrs White) where staff engage in coaching and supervision to remove children's barriers to learning.

- All pupils with SEND are taught alongside mainstream pupils. At times, where appropriate, children with SEND will be withdrawn for specific intervention with parental consultation.
- In classes where there are higher numbers of pupils with SEND, we make sure there is appropriate provision to remove barriers to learning.
- We expect pupils with SEND to make progress and learn skills to become good citizens.
- We teach our pupils with SEND the same learning objectives as their peers, with the work differentiated to meet their needs.
- We insist on positive behaviour for learning with all our pupils, in line with our Restorative Behaviour Policy. We view behaviour as a communication, investigating root causes through observation, reflection and discussion. We endeavour to make reasonable adjustments using the, 'Assess, Plan, Do, Review' model of quality first teaching.

Our school adapts the curriculum and learning environment for pupils with SEND in the following ways:

- We teach our pupils with SEND the same learning objectives as their mainstream peers and the work is differentiated to meet their needs through the ‘Success Criteria.’
- We have some disabled access facilities for wheelchair users.
- Pupils with visual stress are provided with coloured overlays.
- Teachers use various strategies to adapt access to the curriculum, this may include using: Visual timetables, writing frames, I-pads, lap tops or alternative recording devices, peer buddy systems, positive behaviour reward systems etc.

Additional support for learning available to pupils with SEND:

- Quality first teaching is monitored through Senior Leaders and subject leaders lesson observations, ‘drop-ins’, work samples and data samples.
- Support from the Executive SENCO is on hand to make reasonable adjustments to remove pupils’ barriers to learning.
- We refer to outside agencies for support with; cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory needs.
- We take advice from a Specialist Support Teacher where further assessment is required to determine a specific Literacy or Numeracy difficulty.
- Following recommendations from the Specialist Support Teacher or outside agencies, we can refer to the Educational Psychologist.

The emotional and social development of pupils with SEND are supported in the following ways:

- We use the SEAL (Social and Emotional Aspects of Learning) Curriculum which runs through all learning and social times in school.
- We use the ‘Thrive’ approach for identifying and supporting children with their social, emotional and mental health needs.
- We run Thrive sessions for individuals and groups.
- We use a buddy system where pupils are linked to other pupils to provide friendship support.
- We have access to a Cluster Family Support Worker who supports pupils and their families.
- Other key staff act as playground/learning mentors.
- We run Social Communication groups.
- We run FSP (Family Support Process) meetings for families

SEND provision at our school this year includes:

- Pupils with Moderate Learning difficulties
- Pupils with Severe Learning difficulties
- Communication and interaction needs
- ADHD (Attention Deficit Hyperactivity Disorder)
- ADD (Attention Deficit Disorder)
- Dyslexia
- Autism
- Social Communication Needs
- Social, Emotional and Mental Health needs
- Speech and Language
- Visual Impairment
- Hypermobility

Identification and assessment of pupils with SEND:

At different times in their school career, a child or a young person may have a special educational need or disability. The Code of Practice defines SEND 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 SEND, we will provide provision that is '**additional or different from**' the normal differentiated curriculum, intended to overcome the barrier to learning. Following the SEND Code of Practice, children's additional needs will be identified using the following four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical

Our SEND School Profile for 2016-2017

16% of children at Walpole Cross Keys are identified as having SEN and D additional needs and 2% of those have EHCP.

5 % of children have Communication and interaction additional needs

12% of children have Cognition and learning additional needs

7% of children have Social, emotional and mental health additional needs

2% of SEND children have Sensory and/or physical additional needs

Our cluster policy for SEND identification and assessment is as follows:

We work within the St Clements Cluster of schools as all '*top up SEND funding*' is allocated to clusters, not individual schools.

1. Each cluster school identifies their pupils most in need of additional support where normal additional differentiation cannot meet their needs.
2. Each cluster school will arrange for their SEND Co-ordinator to liaise with the Specialist Support Teacher to prioritise their pupils and arrange for her to work with the pupils to assess their needs using the Cluster's shared assessment tool kit.
3. The Specialist Support Teacher will feed back her findings and recommendations to the school SEND Co-ordinator and meet with parents. This will be arranged by individual schools.
4. Head Teachers must present the completed cluster request form to the cluster panel (comprising Head Teachers and Governors) together with the reports written by the Specialist Support Teacher and any other reports written by recognised outside agencies such as Norfolk Community Health and Care to confirm need. Additional evidence could include incident logs/ work samples etc.
5. Each case is discussed by the panel and funding agreed where appropriate with the understanding all allocated funding must be used to benefit the pupil for whom it was requested and the understanding all schools will be required to complete and submit the Cluster impact form termly.
6. All funding is re-assessed by the panel termly. If schools fail to demonstrate positive impact from their allocated funding, it must be understood the funding could be withdrawn. Schools consistently failing to show positive impact run the risk of having no further funding allocated to their school.
7. All schools must declare honestly where pupils no longer need the same level of funding so this funding can be directed to support the pupils needing it most. This section of the policy makes it clear to parents and carers that SEND funding is not guaranteed to stay with their child especially where clear progress indicates it is no longer necessary.
8. This policy will be reviewed annually or sooner if local or national policy changes.

We evaluate the effectiveness of our provision for pupils with SEND in the following ways:

- Measuring the amount of progress made by our pupils with SEND from the beginning of a programme of intervention and at the end.
- Discussing how pupils and parents feel before and after a programme of intervention.
- Evaluating if the success is likely to be permanent or something which will not be ongoing without continued intervention.
- Studying patterns in records such as incident logs, attendance and intervention records.

We assess and review the progress of pupils with SEND in the following ways:

- Our teachers and SENDCO collect an overview of how well pupils with SEND make progress through interventions. This information is the amount of progress made from the beginning to the end of a programme.
- Our teachers and SENDCO uses an assessment tracker termly to make sure all pupils with SEND are on track to make progress from their starting points and to identify pupils at risk of falling behind without additional support and intervention.
- In every lesson, teachers use 'Success Criteria' to assess progress in the lesson. The Success Criteria is a planned sequence of learning which grows progressively more difficult. It is intended for pupils to move up the learning journey during a lesson or over a couple of lessons.
- All teachers report their pupils' progress to the Executive Head Teacher at termly Pupil Progress Meetings. Following these meetings, where pupils' have not made expected or sufficient progress, they will be referred for additional intervention in discussion with the Executive deputy and Executive SENDCO.
- Governors receive termly reports on the progress of groups of pupils including pupils with SEND and our lead governor for SEND attends review meetings in school to ensure the needs of pupils with SEND are being met and appropriate funds are allocated to do this.

Contact details of the SEND Co-ordinator:

Mrs Susie White, SEN and D Co-ordinator: 01553 828680

Expertise and training of staff:

Mrs Susie White – BE(d) Hons, MA(Ed), NPQH, National SENCO Award, Licensed Thrive Practitioner, FSP training.

Mrs Mead – HLTA, Maths intervention training, Phonics training, Reading Comprehension training

Mrs Radford – SEN TA, Licensed Thrive Practitioner, FSP Training, Lego Therapy Training, Maths Intervention training.

Mrs R Doughty - Family Support Worker

Equipment and facilities to support children and young people with SEND will be secured in the following way:

- When a pupil's needs and the ways in which these can be met have been identified, the SENDCO advises the Executive Head Teacher of appropriate equipment and facilities. If the school budget can meet the cost of these, they will be purchased from the most cost effective provider. If the school cannot meet the expense of the equipment or facilities, the Head Teacher will make a request to the St. Clement's Cluster of Schools. If the Cluster cannot meet the expense, the Chair of Cluster makes an application to Children's Services for exceptional funding.

Arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child:

- Parents are invited termly to meet with the class teacher to review and plan the provision set out in the Individual Target Plan (ITP).
- Where other professionals are referred to for specialist support, parents will have an opportunity to meet them on the day and receive the report that follows the visit.
- On a more informal level, parents are encouraged to discuss their child's progress with their class teacher at any time.

Arrangements for consulting children with SEND about, and involving them in, their education:

This is achieved through:

- ITP discussions
- One Page Profile updated annually
- SEND questionnaires
- Feedback in lessons
- EHCP/Statement reviews

Complaints procedure for parents of pupils with SEND concerning the provision made at the school:

If you are unhappy with the support your child is getting, you should discuss your concerns with the class teacher first. Teachers and parents working together can often provide solutions to any concerns you may have.

If you are still unhappy, you should contact the school office to make an appointment with **Mrs Susie White, Executive SENDCO** about the way the school is meeting your child's needs. If you are still unhappy, you should contact the school office to make an appointment to meet with **Ms Jo Borley, Executive Head Teacher**.

If you have followed all the steps above and still feel the school is not meetings your child's needs, you can write to the **Chair of Governors** via the school office. This letter will be given to the Chair of Governors and you will receive an acknowledgment within 24 hours.

You can also talk to **Norfolk Parent Partnership** who can provide information and support for parents/carers of children with special educational needs. **Tel: 01603 704070**

Email: parent.partnership@norfolk.gov.uk

If your child has a Statement or Education, Health Care Plan, you can also contact **Esther Pike, Additional Needs Coordinator at Norfolk County Council. Tel: 01553 669226**

If after this you are still not happy with the support your child is receiving and you have talked through your child's needs with Norfolk Parent Partnership and you are still not satisfied; you could consider how mediation could help by following the advice on the following web page:

[http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/Supportforfamilies/NCC103416](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/Supportforfamilies/NCC103416)

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils?

This is delegated to the Head Teacher as part of the day to day running of the school. However, the Head Teacher is required to report to governors about the success of the SEND policy. This termly report includes the involvement of external agencies.

The governing body nominates a named governor to oversee the work of the SENDCO. This is currently Mrs Michelle Barry. She attends a SEND meeting termly and then feeds this back to the full governing body.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Walpole Cross Keys Primary School we offer a range of inclusive additional clubs and activities. These can be found on our school website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the school office to discuss specific requirements. **Tel: 01553 - 828680**

All staff at Walpole Cross Keys Primary School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

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

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, moving on to another school or moving up to secondary school. Walpole Cross Keys Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their Summer Term ITP Review Meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Arrangements for supporting pupils with SEND in transferring from Primary to Secondary school:

Discussions are held between the Year 6 teachers and staff from the receiving secondary school for all year 6 pupils and any additional needs are highlighted. Additionally, further transition sessions will be arranged for those children who will benefit from further familiarisation with the new environment, systems and structures. It also serves to introduce them to other children who will be there when they transfer.

Have Your Say

Walpole Cross Keys Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, 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' the provision for SEN. Get involved and share your ideas with **Mrs White. Tel: 01553 828680**

Useful links:

- Norfolk County Council Schools SEN <http://www.schools.norfolk.gov.uk/SEN>
- Parent Partnership <http://www.norfolkparentpartnership.org.uk/Downloads/UsefulContacts.pdf>
- Dyspraxia support <https://www.facebook.com/pages/Dyspraxia-Foundation-West-Norfolk/143127299123601>
- Norfolk and Norwich Dyslexia Association General enquiries 01379 668 430 <http://www.bdadyslexia.org.uk/membership/directories/lda-directory.html>
- ADHD <http://www.netmums.com/west-norfolk/local/index/support-groups/special-needs-adhd>

For further information about what is on offer from the local authority:

<http://www.schools.norfolk.gov.uk/SEN>

<http://www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOs/Our-local-offer/index.htm>

March 2017
Mrs S White
Executive SENCO
Walpole Cross Keys Primary School