

Forncett St. Peter CEVA Primary School

SEN Information Report 2017-18

Introduction

Welcome to our fourth annual 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 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 and this information must be updated annually.

The information that is required can be found here:

<http://www.legislation.gov.uk/ukxi/2014/1530/contents/made>

At Forncett CEVA Primary School we are committed to working together with all members of the school community. This local offer has been produced with members of staff, governors and pupils and the views of parents will be sought during the next school survey and the results will inform this report in future. We welcome any feedback from you and your future involvement in the review of our offer, so please do contact us.

Headteacher & SENCo: Judith Jones 01508 530506 head@forncett.norfolk.sch.uk

SEN Governor: May Prior - 01508 530506

Parent Governors: Louise Stephens & Gary Taylor - 01508 530506

School Council Link Governor: Sally Richards – 01508 530506

Our Approach to Teaching Learners with SEN

At Forncett CEVA Primary school we believe that every single child, adult and family matters and we actively promote an inclusive culture inspired and underpinned by Christian values which form the heart of our school. We believe in lifelong learning for the whole school community and work to meet the diverse needs of everyone in the school regardless of their background, experience, knowledge or skills, so enabling them to be the best they can be.

We value high quality teaching for all learners in a quality, flexible learning environment and regularly monitor the quality of teaching and learning in school. For more information on this, please see our teaching and learning policy in our key documents section.

We monitor the progress of all learners through continual assessment (see our assessment policy) and hold regular pupil progress meetings to ensure effective learning is taking place.

How we identify SEN

At different times in their school career, a child may have a special education need. The Code of Practice defines SEN in the following way:

“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 make provision that is ‘additional to or different from’ the school’s normal differentiated curriculum, which is intended to overcome the barrier to their learning.

Learners can fall behind or find difficulty in progressing further in school for lots of reasons. They may speak English as a second language, have moved schools several times or be going through a difficult emotional time. At Forncett, we recognise that for many of these children, these issues and vulnerabilities do not mean that they have a special educational need so we continue to make provision for them to meet their individual needs without identifying them as having SEN.

In the autumn of 2017, 15.4% of the school were identified on our register as having SEN.

The SEN Code of Practice identifies four areas of SEN:

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

Of our 15%, some learner’s profiles fit one area of SEN whilst others fit into two or more areas or are yet to be identified.

In September 2016-17 our SEN profile shows that...

8% of children are identified as having SEN linked to communication and interaction, 7% linked to cognition and learning, 4% linked to social, mental and emotional health and 2% linked to sensory and/or physical.

Assessing SEN at Forncett CEVA Primary

Teachers, support staff, parents and carers and the learner themselves will be the first to notice any learning difficulties. At Forncett, we ensure that assessment of educational needs is always a joint process involving various staff, parents, carers and the child. We have a range of assessment tools available including our Cluster SEN toolkit.

When SEN learning difficulties are initially suspected we speak to all parties and collect evidence to help illustrate and pin-point the difficulty. We may carry out a range of assessments to help identify learning barriers and make a targeted plan of intervention and support to address the difficulty. If this overcomes the difficulty then

no further action will be taken and future progress will be monitored. However, if it does not help the child then other programmes will be tried and these may involve time out of class in planned regular small group or individual sessions. If this does not ensure enough progress, for some learners we may want to seek specialist advice from external professional teams. We have access to services universally provided by Norfolk County Council which are described on the Local Offer website available at:

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

As part of the Long Stratton Cluster of schools, we also have access to two full days of Educational Psychology Support Services (EPSS) and to Cluster teachers who are trained in areas such as speech and language development (Elklan & TalkBoost), the identification of dyslexia and in behaviour management etc.

Any assessments and support sought from these external partners will form an action plan of how we can best support the learner further. This plan will be drawn up taking into account all parties wishes where possible and will be regularly monitored and evaluated to consider its impact.

Supporting Learners at Forncett

Every teacher at Forncett is required to adapt the curriculum to ensure access to learning for all children in their class. The Teachers' Standards document of 2012 clearly outlines this expectation.

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

- visual timetables
- writing frames
- i pads, i pods, laptops and other recording devices
- peer/buddy systems
- positive rewards 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. Support at Forncett is detailed on a provision map. This changes regularly to adjust to learners' needs. The map is anonymised if it is to be shared with the Cluster and governors etc. to protect privacy.

Funding for SEN

Forncett receives funding directly from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The amount of money received for the financial year 2017-18 was £20,294.

The Long Stratton Cluster of schools also receives funding from the Local Authority which is distributed as 'top-up' funding for learners that exceeds that available to the school. Cluster SEN funding for the financial year 2017-18 was £128,083

All schools in the Long Stratton Cluster have signed a governance agreement which helps us to work closely together.

The Long Stratton Cluster is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. For further information on how the Cluster works with SEN, please contact Judith Jones the Cluster SEN Lead on head@forncett.norfolk.sch.uk

How Effectiveness of Support is Monitored

Monitoring progress is an integral part of teaching and leadership at Forncett. Parents, carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We take the recommended graduated approach following the 'assess, plan, do, review' model and we ensure that parents, carers, and learners are involved in each step. Before any additional provision is used to help a child, the SENCO, teacher, parent or carer and learner agree what they expect to be different following the intervention. A baseline will also be recorded, which can be used to compare the impact of provision.

All parties will be involved in the reviewing process. This review can be built into the intervention itself or it can be a formal meeting held at least once a term where everyone can discuss progress and next steps. If a learner has an Educational Health and Care plan, (EHC Plan), the same termly conversations take place but the EHC plan will also be formally reviewed annually.

The SENCO collects and analyses data from all interventions to assess impact to ensure that only the most effective interventions are used. Information about effective interventions is shared with colleagues in the Cluster to ensure that good practice and provision is shared.

Progress data of all learners is collated by the whole school and monitored by teachers, leaders and governors. Being part of a Cluster moderation group ensures that our judgements stand up to scrutiny. Our school and Cluster's data is all monitored by the Local Authority and Ofsted.

Results at Forncett show that learners with SEN do well and almost always make expected progress and sometimes make more. Small year groups of learners in small schools often makes meaningful comparison of data difficult but despite this it is clear that almost all SEN learners make expected progress and some more than this over their time in our school.

Other Opportunities for Learning

All learners at Forncett have the same opportunity to access extra-curricular clubs and activities run by staff or external providers. These vary through the year and may be before, after or during school at lunchtimes. We are committed to ensuring that reasonable adjustments are made to allow participation by all.

All staff have regular training in the requirements of the 2010 Equality Act. 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 by the Equality Act and to ensure it makes 'reasonable adjustments'.

The 2010 Equality Act 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

This definition includes learners with long-term conditions such as asthma, diabetes, epilepsy and cancer. Children with these conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may therefore be covered by both SEN and disability legislation.

Further information about the 2010 Equality Act and related issues can be found at:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Transition

At Fornsett we do everything we can to ensure that learners and their families make a smooth transition to the next stage of their learning. This involves transition into school, such as into Reception, within year groups and classes and away from school to new schools. For children with SEN we ensure that the receiving setting or the previous one is liaised with closely. We share information with all parties and wherever possible ensure that visits are made to help with familiarisation and reduce the chance of anxiety or misunderstanding.

An Invitation to Provide Feedback

In order to help us provide the best possible outcomes for all our learners, we are keen to hear your feedback about our policies, provision and practice.

If your child has SEN, please let us know what is going well and what you feel could be better for them. We ask that you involve yourself in all stages of our 'assess, plan, do, review' cycle and encourage your child, along with us, to make their voice heard.

Links

You may find the following links useful:

www.norfolk.gov.uk/SEND

<http://www.norfolkparentpartnership.org.uk/>

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs