

Eaton Primary School

An Evolution Academy Trust School

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Headteacher

Mr Allan Lowe MA(Oxon),NPQH

Policy	SEN Information Report
Date	November 2016
Review Time	Annually
Status	Statutory
Statutory Guidance	Children's & Families Act SEND Regulations 2014 SEND Code of Practice
Approval	SAIG

Our offer is a working document which can be added to as new information is gathered.

Our School Aims are;

- To provide a safe and stimulating learning environment, through robust financial management and adherence to policy and procedure, in which we all continually strive to provide excellence for our children.
- To help every child fulfil their potential, through encouragement and challenge, so that they can be adaptable and self-sufficient and are prepared for life ahead.
- To achieve high levels of motivation and well-being for all our employees, through quality training and personal development.
- To foster trust and confidence from our community partners, so that we can both learn from and contribute to our local, national and global neighbours.
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Admission Arrangements

Eaton Primary School follows Norfolk County Council's Admissions guidance. If the school is oversubscribed, our priority for places is as follows:

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Children who are due to start school and:

1. have a statement of special educational needs naming that school.
2. are in public care or have been adopted.
3. live in the area served by the school and who have a sibling attending the school at the time of their admission.
4. live in the area served by the school who have a brother or sister attending the feeder junior school.
5. have a disability and live in the area served by the school (Appropriate professional evidence will be required to confirm the disability).
6. live in the area served by the school.
7. have been allocated a permanent place at a Specialist Resource Base attached to the school. (Places allocated by Norfolk County Council's Placement panel).
8. live outside the area served by the school who have a brother or sister with a statement of special educational needs attending the school at the time of their admission.
9. live outside the area served by the school who have a brother or sister attending the school at the time of their admission.
10. live outside the area served by the school who have a brother or sister attending the feeder junior school.
11. have a disability and live outside the area served by the school (Appropriate professional evidence will be required to confirm the disability).
12. live outside the area served by the school.

How we identify Special Educational Needs and Disability

Early identification is key to ensuring children receive the appropriate help they need. We work closely with our local Pre-Schools and High Schools so that any need which has already been identified can be catered for through transition from and to different settings.

Throughout a child's time here at Eaton Primary School, a trigger for additional support may be highlighted through teacher observation and/or assessment or by the progress a child makes from one half term to the next.

Access Facilities for Pupils with SEN

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

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Once a child has been identified as continuing to require additional support, following in class support and intervention, a number of things may happen;

- A discussion with Parent/Carers will take place and the child is likely to be put on the SEND register.
- The Special Educational Needs and Disabilities Co-ordinator (SENDCo) for the school will be informed and may carry out their own assessments and provide additional support, resources or strategies around the child.
- Additional support and guidance from external agencies may be sought such as the services of a Speech and Language Therapist.
- Regular tracking and monitoring will continue to assess progress.
- Class teacher, SENDCo and the Senior Leadership Team may plan together to best support the child.

The school works closely with the child, parent/carers and other professionals to provide appropriate adaptations where necessary. Some children may require additional resources such as writing slopes or pencil grips to aid them with their work. Others may require a behaviour and incentive plan to support them in situations they find difficult. At all times we work in the best interest of the child with consideration to the safety of others.

Education and Health Care Plans – Education and Health Care Plans are considered when it is established that a child may have a considerable need which requires ongoing additional support in order to learn and be the best that they can be. The likely process of this is as follows;

- With parental consent, the SENDCo may seek help from external agencies to gain a greater insight into the child's needs. This could include the help of; an Educational Psychologist, an Advisory Support Teacher, the School Nursing Team, a Speech and Language Therapist, an Occupational Therapist, the Community Paediatrician, the Children and Adolescent Mental Health Team (CAMHS), Parent/Carer support agencies (Family Matters) or other local NHS or support services.
- Any given agency may choose to carry out further assessment or provide their own intervention to either investigate further or support the needs of the child. Often they liaise with parent/carers and school staff to ensure their expertise and ideas are shared, this may be in the form of a report, a phone call or a face to face meeting.
- In a meeting with parent/carers it may be discussed that a formal process of identification and support is needed. This would be the beginning process to apply for an Education, Health and Care Plan (EHCP). At this point the EHCP Co-ordinator for the cluster of schools will be informed and a meeting will take place with parent/carer's, the school and any appropriate outside agencies to look at how the school can offer a collaborative approach to meet the child's needs. At the meeting parent/carer's and professionals may suggest that additional funds are required and an application for this could be requested.

When considering granting a child with an Education and Health Care Plan and/or funding, the Local Authority may want to consider;

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- Evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled “Inclusion: Providing effective learning opportunities for all children.”
- Evidence provided by the child’s school, parent/carers and other professionals where they have been involved with the child as to the nature, extent and cause of the child’s learning difficulties.
- Evidence of action already taken by the child’s school to meet and overcome these difficulties.
- Evidence of the rate and style of the child’s progress.
- Evidence from external agencies working with the child.

Please note EHCPs are replacing Statements of Special Educational Need – this transition is happening over the next few years according to Department for Education and Norfolk County Council advice and guidelines.

How we find out if our support is effective – All progress of SEND learners is reviewed at least half termly. Each child who has, at present or in the past, been considered to require additional support is recorded on our working provision map document.

Equal Opportunities For All

Eaton Primary School is committed to ensuring maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

All clubs, trips and activities offered to pupils at Eaton Primary School are available to pupils with SEND either with or without a Statement or EHCP. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Further to this we make reasonable adjustments to support the education of all learners in accordance with the Equality Act (2010).

Transition Arrangements

Eaton Primary School works very closely with City of Norwich School (CNS) and other local high schools to ensure smooth transitions take place for every child when they leave in Year 6. Transition days are put in place for all children and following discussions between the SENDCOs and teaching staff, additional sessions are put in place for those with additional needs, if appropriate. Norfolk Education Admissions Service manages the placement of children going to mainstream schools.

For some of our learners with Special Educational Needs and Disabilities alternative provision may be chosen. Parent/Carers, in discussion with their child may choose to attend a Specialist Resource Base (SRB) which caters for specific additional needs or a Special School, which will cater for moderate to complex needs. In both cases, parent/carers can state their wishes at any time during mid-year or annual reviews. The SENDCO will liaise with the cluster EHCP Co-ordinator and the child’s Statement or Education and Health Care Plan will be amended as appropriate.

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With any type of transition if Parent/Carers are not happy with a placement, appeal processes are in place through Norfolk admissions or Norfolk's SEND team.

Contact Us

We welcome any comments and suggestions regarding our Special Educational Needs information. The Special Educational Needs and Disability Coordinators is:

Mrs Lucy Coy, can be contacted on (01603) 502454 or by email – Senco@eaton.norfolk.sch.uk

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