

Eaton Primary School

Learning Through Challenge

SEN Information Report 2017-18

Welcome to our SEN-D Information Report which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEN-D). The Norfolk Local Offer can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer> . We have a requirement to publish this document to outline the implementation of the governing body's policy on our school website and review it annually. The required information is set out in the SEN regulations which can be found in the Special Educational Needs and Disability Regulations 2014 at www.gov.uk/dfes . The headings used below are taken directly from the Code of Practice. Please also refer to Eaton Primary School's Special Educational Needs and Disability Policy which is available on the school website: <http://www.eaton.norfolk.sch.uk/> .

This report is co-produced with parents/carers, pupils, governors and school staff. We would welcome feedback and future involvement in the review of this statement.

If you would like to contact us please do so via the school office. The best people to contact are;

Mrs Louise Goodson – Inclusion Leader
Mr Allan Lowe –Head teacher
Sandi Batley – Chair of Governors/SAIG
Joanne Clayton- Link Governor/SAIG for SEN

Our Vision

Every child has a safe, happy and inspiring learning journey.

Our Aims

- 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 fulfil the potential of every child, 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 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.

Our Values

We strive to achieve our aims through promoting and acting on the values of Trust, Openness, Respect and Integrity.

These aims include all the children in our school with or without a special educational need or disability.

1. What kinds of needs can be supported at our school?

There are four main areas of need identified in the SEN-D Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical needs. Where identification takes place it so we understand how to support the child in the most effective way for their education and well-being, not to label them. We recognise that in practice, individual pupils often have needs that cut across all these areas and their needs may change over time. Provision at Eaton Primary School is made to support all pupils' needs; they do not need to have an EHCP for this to happen.

At Eaton Primary we support a range of needs through an inclusive approach including, Autistic Spectrum Disorder (ASD), Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), sensory needs, physical needs, social and emotional needs and medical needs.

Based on our SEN Profile in 2016-17 36 children (8.6% of the school population) have been identified as having an SEN.

- 47% of children with SEN were identified with needs linked to Cognition and Learning
- 22% were linked to Communication and Interaction
- 3% were linked to Physical and Sensory needs
- 28% were linked to Social, Emotional or Mental Health needs

We make our best endeavours to ensure that every child in our school makes good progress and is well prepared for the next stage.

2. How are children's needs identified?

At Eaton Primary school we spend time identifying the needs of all children, whether they have a special educational need or disability (SEN) or not, before they enter school and throughout their school life through the regular monitoring and observation of, discussions with, and assessment of all children.

Before they start at our school

As soon as we know that a child will be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and have access to appropriate provision. At Eaton Primary this has been through:

- Meetings between the school and family
- Work with previous school or educational setting
- Work with outside agencies involved with children and families
- Tours of the school and, when requested or deemed to be needed, visit(s) to the child's new classroom prior to joining us.
- Parent information meetings for Reception children.

We encourage all parents and carers to share as much information about their child with staff before their child starts school.

While children are at our school?

At Eaton Primary we use a range of strategies to identify need including, but not limited to, discussions with pupils, listening to parents, teacher assessments, progress reviews, and EHCP reviews. We assess pupils' levels of attainment on entry as a baseline and use information from previous settings to support assessments, as well as continually assessing

pupils throughout the year in formal and informal ways. We also consider areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs. Another consideration is whether a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted support or intervention. Where concerns about a pupil are raised, and to ensure that the school maintains effective identification and support systems for pupils with SEN, we follow a graduated response to supporting pupils which is outlined in further detail in the SEN Policy. We provide provision that is ‘additional to or different from’ the normal differentiated curriculum, and is focused to overcome the barrier to their learning.

This year we have had access to the following assessment tools

- The Boxall Profile
- The British Picture Vocabulary Scale
- Salford Reading Test
- Young’s Spelling Test
- Read Write Inc Assessment
- Sounds Discovery Assessment
- Catch-Up Numeracy/Literacy Assessment

We can also seek advice from other professionals in supporting a child with SEN including:

- Educational Psychologists (Through Educational Psychology and Specialist Support Team)
- Occupational Therapists
- School to School Support
- Speech and Language Therapists
- Access Through Technology
- Sensory Support
- Ormiston Point 1
- SRB Placements

The information from these assessments and agencies is used to feed directly into the targets and support for the individual pupils.

3. How do we ensure that parents and pupils are consulted and engaged in their child’s learning?

Pupils on the SEN register all have a Pupil Passport which outlines the child’s learning needs as well as the things they like and are good at and things they find difficult and how to support them most effectively. This is written in consultation with the pupils whenever possible and discussed and shared with parents at SEN specific meetings throughout the year. The Pupil Passports are regularly checked and targets assessed and updated as necessary. Whenever a target is met the teacher will celebrate this success with the parent and child and together decide on the appropriate next steps. A copy of the Pupil Passport is given to parents so that they know the targets which their child are currently working on in school. This enables parents to work on the targets at home using strategies which are discussed at the SEN meetings.

In addition we keep in regular contact with parents at the beginning and end of days as well as using a communication book whenever suitable. We also encourage parents to make

appointments to see the class teachers and Inclusion Leader when they are concerned and would like a longer discussion. The Inclusion Leader also is able to support parents by signposting families to relevant agencies, services and activities outside of school to provide additional support or advice where needed.

This document has been written by the Inclusion Leader and shared with a group of parents with children on the SEN register as well as the SEN Governor and Chair of Governors and a number of members of staff. I am looking forward to working with a group of children to make a child friendly one.

4. How are progress and outcomes monitored and assessed?

At Eaton Primary School we monitor all pupils' progress closely, formally reporting progress made by all individuals three times over the academic year. At these times the Head teacher, along with the Inclusion Leader and the class teacher discuss the progress of the pupils on the SEN register and look at their attainment and impact of the support which the pupil has received. Where progress and/or attainment are not making the expected levels then a closer look is taken at the quality first teaching available and any additional support, in class or through interventions, which that pupil has received. Where it is found that the impact has not been as expected the support is re-examined and changes made. Pupils with SEN also have Individual Support Plans which are working, rolling documents, updated and targets changed as the pupils meet them. It is looked at a minimum of six times a year, once a half term, and parents and children are involved in the target setting and support process.

5. How we support children to move between phases of education?

Eaton Primary School is keen to make transitions smooth at any stage, whether it is starting with us in Reception, joining us later or leaving in Year 6 to move to high school. When children are joining the school we aim to work closely with the previous school or nursery to obtain as much information as possible about the pupil so that their needs can be met from day one. For some children this will involve liaising with a range of different professionals to gather information about their needs or arranging for the necessary equipment or support to be put into place before they can start school. If a meeting is not possible, due to distance for example, then the Inclusion Leader will have a phone conversation with the previous school or nursery.

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 Inclusion Leader and teaching staff, additional sessions are put in place for those with additional needs, if appropriate. In addition, our pupils with SEN have been part of a pilot scheme run by the Cluster which was designed by our Educational Psychologist, Dr Helena Bunn. It's aim was to empower the pupils to find out and become familiar with their new setting before they transitioned. It proved to be very effective and has since been rolled out to children throughout the school who find transitioning to the next year group difficult. Norfolk Education Admissions Service manages the placement of children going to mainstream schools.

For some of our learners with significant SEN, 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 Inclusion Leader will liaise with the cluster

EHCP Co-ordinator and the child's Statement or Education and Health Care Plan will be amended as appropriate. As with any type of school move if Parent/Carers are not happy with a placement, appeals processes are through Norfolk admissions or Norfolk's SEN team.

6. The schools approach to teaching children and young people with SEN

At Eaton Primary School we take an inclusive approach to teaching children with SEN. We use Quality First Teaching to support their needs within the classroom environment. We work hard to ensure that lessons are differentiated so that all children are able to access the curriculum alongside their peers, whatever their need. We have children at Eaton Primary who have individualised learning plans who are supported within the classroom environment. Each class has a teaching assistant to support with learning and there are also SEN-TAs working with each year group. On some instances children are taken to a quiet environment for intervention work, either individually or in small groups. Whenever a pupil is supported out of the classroom the teachers ensure that they have links to the learning back in the classroom to encourage transference of the skills which they have learnt or practiced. Where the need is high and a highly individualised learning programme is needed the school employs 1-1 support for pupils. These pupils are planned for by the teacher and receive Quality First Teaching within the classroom environment, supported by their 1-1 as needed. All additional support, in addition to and different from that which is provided as part of Quality First Teaching, is recorded on the school's provision map which the Inclusion Leader continually updates as a working document.

7. How is the curriculum and learning environment adapted for learners with SEN?

At Eaton Primary School we make every reasonable adjustment to ensure all learners are able to access the curriculum and learning environment. Teachers plan differentiated activities with all the learners' needs in mind so that all children have access to quality first teaching. Where the level of need is higher the teacher will plan an individualised support program with a focus on the child's barriers to learning and the support needed. Some of the many ways which we support learners and adapt the curriculum include using visual timetables, alternate recording devices e.g. through Access Through Technology, peer support systems, audio equipment through Sensory Support, 'Now, Next' timetables, nurture provision and quiet work spaces, to name a few. Wherever possible the support for pupils takes place in the classroom environment however occasionally it is more suitable to support learning away from the classroom. Support which happens away from the classroom is carefully planned and targeted to specific gaps or need and has clear and measurable outcomes. We aim to use evidenced based interventions, although we also work creatively to support individual needs for example, difficulties with working memory or sensory needs. Some of the interventions which we have used at Eaton Primary are listed above.

8. The expertise and training of our staff to support children with SEN, including how specialist expertise is accessed when required

Within Eaton Primary there is a high level of training and expertise. All staff have been trained in the requirements of the SEN code of Practice 2014, the Equality Act, the whole school policies related to Teaching and Learning, SEN and Behaviour as well as this document. Also a large number of staff are trained in First aid or Paediatrics First Aid.

The Inclusion Leader has 10 year classroom teaching experience and five years' experience of working as a school SENCo which was then followed by two years as a Cluster SEND Lead. The Inclusion Leader holds the NASENCo accreditation and has additional training specialism in supporting pupils with ASD.

We ensure that training for TAs is up to date as we know the value which confident support and good interventions can have on pupil progress. Among our TAs we have training for First Aid, including Paediatric specific, Introduction to Social Stories, Comic Strip Cartoons, Phonics training, and Visual Supports. TAs also have training for interventions which they are delivering. Specialist expertise is allocated where it is going to have the greatest impact however if a need arises then the Inclusion Leader will assess the most effective use of the expertise and experience within the school.

9. How does the school evaluate the effectiveness of provision?

Monitoring is an integral part of teaching and leadership at Eaton Primary School. The Inclusion Leader monitors the provision for all pupils with SEN. We follow the 'Assess, Plan, Do, Review' model laid out in the SEN Code of Practice 2014. The effectiveness of the provision may be linked to the attainment and progress which the pupil makes and is described in **Point 4.**

However we also look at the progress which pupils make towards their individual targets and RAG rate their success at achieving it. The Inclusion Leader then collates this information so that it is possible to see whether the interventions are having an impact. Where it appears that the intervention is not having the desired impact, the Inclusion Leader, class teacher and Teaching Assistant(s) will meet to discuss the effectiveness of the provision in place and consider whether the provision is appropriate or whether the target was unrealistic and adjust accordingly. The effectiveness of our provision is also discussed with the Education Psychology and Specialist Support Team at our termly meetings.

10. How do we enable children with SEN engage in activities alongside their peers who do not have SEN?

Eaton Primary School is committed to ensuring full 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 SEN 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).

11. How does the school support the improvement of emotional and social development of learners with SEN, including how it listens to the views of children and prevents bullying?

At Eaton Primary School we take bullying very seriously and believe everyone has the right to feel safe and respected. Please see our Anti-Bullying Policy and Behaviour Policy for further information; these can be found on the school's website.

We teach children strategies to help them socially and emotionally in the following ways

- PSHE /Circle time lessons
- Assemblies
- Nurture groups, including gardening and lunchtime nurture support clubs
- Support through daily and planned conferences with a key adult

We have a very active school council who discuss all issues relating to school including developing friendships and supporting peers.

12. How does the school involve other agencies in meeting the needs of children with SEN and supporting their families?

Eaton Primary School works closely with Educational Psychology and Specialist Support (EPSS) Team to ensure that the support which we have in place for our pupils is effective in supporting individuals' needs and supporting progress and attainment. The EPSS Team have made recommendations which the school has acted upon to ensure the needs of SEN pupils are met in the most effective way possible. The school has also been working to develop the links with the Children's Centre who are able to support families. The school has worked with 'School 2 School', which is a traded service from the county's Specialist Provision Schools, to provide advice and support within our school. We have also made use of Specialist Resource Bases, Speech and Language and Ormiston Point One to support the needs of some of our pupils. We also use Norfolk Early Help and the Family Support Process when a family in is in need of additional support.

13. What are the arrangements for handling complaints from parents of children with SEN relating to the provision offered by the school?

In the event of a complaint, an open dialogue between parents and staff is encouraged, with the aim that any issues can be resolved. But if you are concerned at any time please contact the school in this order:-

- Class teacher
- Inclusion Leader
- Deputy Head
- Head teacher
- Chair of governors

Ultimately, if necessary, parents can follow the formal complaints procedure set out in the school brochure and website.

14. How do we support SEN children who are looked after by the Local Authority?

Currently we have no pupils who are LAC however we have a teacher who is trained for this role if it was needed.