



Eaton Primary School



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SEND Policy and Information Report 2018-19

Welcome to our SEND Policy and Information Report which forms part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEND). 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 and review this document annually to outline the implementation of the SEND policy. The required information is set out in the SEND 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.

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	Assistant Head for Inclusion (SENCo)
Mr Allan Lowe	Headteacher
Sandi Batley	Chair of Governors/SAIG
Vacancy	Link Governor/SAIG for SEND

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.

Our Vision, Aims and Values include all the children in our school with or without a special educational need or disability.

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

The SEND Code of Practice 2014, pages 97-98, identifies four broad areas of need. It states:

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.”

- Communication and interaction needs include:
 - Speech, language and communication needs (SLCN)
 - Autistic spectrum disorders (ASD)
- Cognition and learning needs include:
 - Specific learning difficulties (SpLD)
 - Moderate learning difficulties (MLD) o Severe learning difficulties (SLD)
 - Profound and multiple learning difficulties (PMLD)
- Social, emotional and mental health needs include:
 - Social, emotional and mental health (SEMH)
- Sensory and/or physical needs include:
 - Visual impairment (VI)
 - Hearing impairment (HI)
 - Multi-Sensory impairment (MSI)
 - Physical disability (PD)

Provision at Eaton Primary School is made to support all pupils' needs; they do not need to have an EHCP for this to happen. This is overseen by the SENCo who's role is to:

- oversee the day-to-day operation of the school's SEND policy
- co-ordinate provision for children with SEND
- liaise with the relevant Designated Teacher where a looked after pupil has SEND
- advise on the graduated approach to providing SEND support 109
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents of pupils with SEND
- liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEND up to date

At Eaton Primary in 2018-19 we support a range of needs through an inclusive approach including, Autistic Spectrum Disorder (ASD), Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Sensory Processing needs, physical needs, social and emotional needs and medical needs.

Based on our SEND Profile in 2018-19 44 children (11.2% of the school population) have been identified as having an SEND.

- 43% of children with SEND were identified with needs linked to Cognition and Learning

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- 34% were linked to Communication and Interaction
- 2% were linked to Physical and SENDsory needs
- 21% were linked to Social, Emotional or Mental Health needs

2. How are children's needs identified?

The SEND Code of Practice states:

“A child or young person has a SEND 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.” The SEND Code of Practice 2014, page 94.

“A person is disabled if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities” The Equalities Act 2010, page 5

At Eaton Primary school we spend time identifying the needs of all children, whether they have a special educational need or disability (SEND) 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

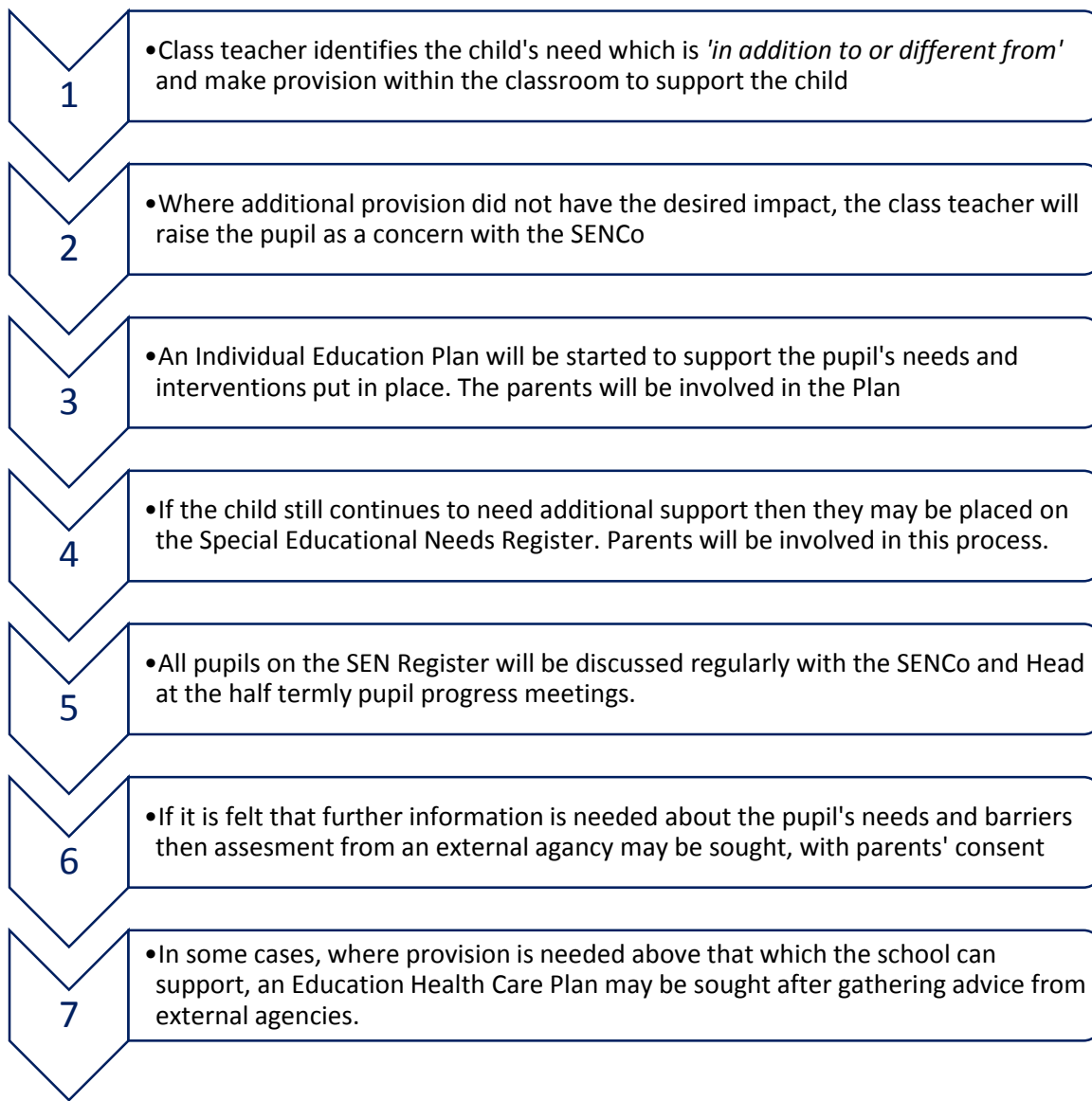
At Eaton Primary we use a range of strategies to identify need including, but not limited to:

- discussions with pupils
- listening to parents
- teacher assessments
- progress reviews
- EHCP reviews
- External agencies, e.g. Educational Psychologists, Pediatricians

We recognise that any pupil at some point may need additional support for their learning and that not all vulnerable learners will have a SEN. Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties do arise, assessments may be carried out to see if there is an underlying need which should be supported through targeted support or intervention.

We follow the Graduated Response of Assess, Plan, Do, Review as outlined in The Code. The flow chart below shows how we respond to concerns around a pupil's possible needs.

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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
- Catch-Up Numeracy Assessment
- Visual Stress Test
- SENDT-KS2/3 Numeracy assessment

We have also accessed advice from other professionals including:

- Educational Psychologists (Through Educational Psychology and Specialist Support Team)
- Occupational Therapists
- School to School Support
- Speech and Language Therapists
- Access Through Technology

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- Sensory Support
- Ormiston Point 1
- SRB Placements
- Matthew Project

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

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

We consult with parents whenever possible to ensure a collaborative and supportive approach is followed. These may include:

- Individual Education Plan target meetings
- Parent's evenings meetings
- After school meetings
- Welcome Wednesdays
- Home/School communication books
- Sticker/reward charts
- Meetings with the SENDCo

This document has been written by the Inclusion Leader and shared with a group of parents with children on the SEND register as well as the SEND Governor and Chair of Governors and a number of members of staff.

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.

Every half term the Head teacher, along with the SENDCo and the class teacher discuss the progress of the pupils on the SEND 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 SEND also have Individual Education 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

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place for all children and following discussions between the SENCo and teaching staff, additional sessions are put in place for those with additional needs, if appropriate.

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 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. 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 SEND team.

6. The school's approach to teaching children and young people with SEND

At Eaton Primary School we take an inclusive approach to teaching children with SEND. The Teaching Standards state teachers have responsibility for the learning and progress of *all* pupils.

This includes making reasonable adjustments through well planned and structured lessons, adapting teaching to respond to the strengths and needs of all pupils so that pupils can access the curriculum. We do this through:

- Quality First Teaching to support their needs within an enabling classroom environment. We work hard to ensure that lessons are inclusive
- Differentiated lessons enable access to a broad and balanced curriculum alongside their peers, whatever their need
- Individualised learning plans outline support and provision within the classroom environment or any additional needed
- Each class has a teaching assistant to support with learning and there are also SEND-TAs working with each year group.
- Intervention work in a quiet environment for either individuals or in small groups using short evidence based programmes.
- 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 may employ a 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 SENDCo updates as a working document.
- Continuous Professional Development (CPD) sessions to support different needs are given in Staff Meetings
- Collaborative and supportive relationships and communication with parents
- Pupil's involved in their target setting and reviews (where age appropriate)

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

At Eaton Primary School we make every reasonable adjustment to ensure all learners are able to access the whole 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 including, but not limited to:
 - visual timetables
 - alternate recording devices e.g. through Access Through Technology
 - peer support systems
 - audio equipment through SENDsory Support,

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- 'Now, Next' timetables
- nurture provision
- quiet work spaces within classroom '*concentration stations*'
- Key vocabulary/spelling walls
- Resources provided by Occupational Therapy, for example writing slope

Occasionally it is more suitable to support learning away from the classroom for short periods of time. 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. Some of the interventions which we have used at Eaton Primary this year include:

- Catch Up Numeracy
- Talk Boost
- ARROW
- Read Write Inc.
- ASD Interaction group
- OT sessions
- Handwriting and grip strengthening
- Memory Magic (Memory Development programme)
- Speech and Language as directed by SALT ECCH
- Reading/Writing Interventions planned by the English Leader
- Lunchtime support group
- 1-1 support from our Pastoral Support Assistant
- 1-1 reading with teacher 3x weekly

8. The expertise and training of our staff to support children with SEND, 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 SEND code of Practice 2014, the Equality Act, the whole school policies related to Teaching and Learning, SEND and Behaviour as well as this document. Also a large number of staff are trained in First aid or Paediatrics First Aid.

The SENDCO has five years of classroom teaching experience and five years experience of working as a school SENDCo which was then followed by two years as a Cluster SEND Lead.

The SENDCO holds the NASENDCo accreditation and has additional training specialism in supporting pupils with ASD. This year training has included

- "Mental Health Champion"
- Designated Safeguard Lead
- SENDsory Processing Disorder
- Trauma and Attachment
- ARROW literacy intervention
- Clicker 7
- Continuous CPD via Willow Tree

Teachers have had CPD sessions this year with a focus on Inclusive classrooms and Supporting Dyslexia and other barriers to Literacy.

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 Pediatric specific
- Comic Strip Cartoons

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- Phonics training
- Visual Supports

This year training for TAs has included:

- Communication Friendly Environments
- Introduction to Social Stories
- Guided Writing training by EAT Central Education Team Literacy Lead
- Maths training by EAT Central Education Team Numeracy Lead
- 3x CatchUp Numeracy training
- 3x ARROW training

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 SENDCo 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 SENDCo monitors the provision for all pupils with SEND. We follow the Graduated Response of the 'Assess, Plan, Do, Review' model laid out in the SEND 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 SENDCo then collates this information so that it is possible to see whether the interventions are having an impact. Meetings are also held by the SENDCo with the TAs delivering the interventions, with the Head and maths/literacy coordinators. Discussions focus on the progress made from baseline assessments and whether the pupil has met their intended outcome. Decisions are made whether to continue or end additional intervention. Where it appears that the intervention is not having the desired impact, 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 SEND engage in activities alongside their peers who do not have SEND?

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 SEND including those with an 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 SEND, 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

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- Nurture groups, including gardening and lunchtime nurture support clubs
- 1-1 support sessions with the Pastoral Support Assistant
- Support through daily and planned conferences with a key adult
- Restorative Approaches (staff trained by the Restorative Justice Council)

We have a very active school council who discuss all issues relating to school including developing friendships and supporting peers. We also promote collaborative learning and sports through our mixed year group House Games every Friday.

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

This year Eaton Primary School has worked 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 SEND 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 SEND 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
- Assistant Head teacher for Inclusion (SENDCo)- Louise Goodson
- Deputy Head- Kate Estlea
- Headteacher- Allan Lowe
- Chair of Governors/SAIG

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

14. How do we support SEND 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.

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