

Eaton Primary School

Learning Through Challenge

SEN Policy and Information Report 2020-21 *Reviewed 10/09/2020*

Welcome to our SEN-D Policy and Information Report which forms 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 and review this document annually to outline the implementation of the SEN policy. 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.

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 – Head teacher
Mark Merrywest – Chair of Governors
Vacancy- Link Governor 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.

Our Vision, Aims and Values 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?

The SEN-D 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) ○ 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 or a specific diagnosis 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 SEN policy
- **co-ordinate provision** for children with SEN
- **liaise** with the relevant Designated Teacher where a 'Looked After' pupil has SEN
- advise on the graduated approach to provide **SEN support**
- advise on the **deployment** of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with **parents** of pupils with SEN
- liaise with **external agencies** such as 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 SEN up to date

At Eaton Primary in 2019-20 we supported a range of needs through an inclusive approach. These included, Autistic Spectrum Disorder (ASD), Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), Sensory Processing needs, Speech and Language needs, physical needs, social and emotional needs and medical needs.

Based on our SEN Profile in 2019 -20, 45 children (11.3% of the school population) have been identified as having an SEN.

- 48% of children with SEN were identified with needs linked to Cognition and Learning
- 25% were linked to Communication and Interaction
- 5% were linked to Social, Emotional or Mental Health needs
- 22% were linked to Physical and Sensory needs

2. How are children's needs identified?

The SEN-D Code of Practice states:

"A child or young person has a 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." The SEN-D 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 diagnosed special educational need or disability (SEN) or not. This is an ongoing process starting before they enter school and continuing throughout their school life using regular monitoring and observations, discussions, 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 with 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
- Early requests for any reports or assessment
- 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

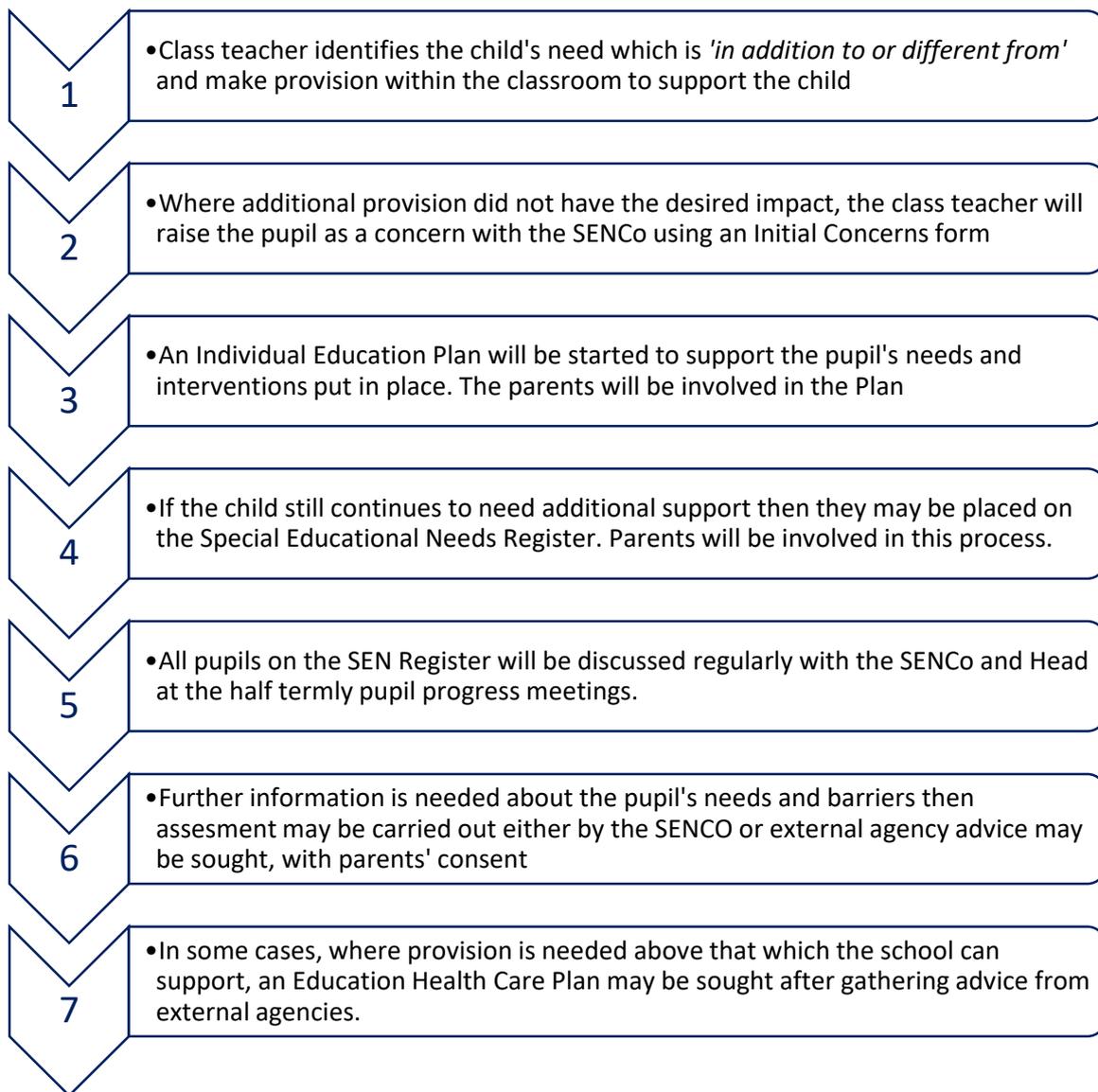
At Eaton Primary we use a range of strategies to identify need including, but not limited to:

- discussions with pupils
- listening to parents
- teacher assessments
- progress reviews
- EHCP reviews
- External agencies, eg. Educational Psychologists, Pediatricians, Speech and Language therapy
- SENCo observations
- Internal specialist assessment tools, for example BPVS, Sandwell, Dyslexia Portfolio

Covid-19 statement: Wherever possible the above will take place remotely, for example Teams, phone or email. Only if it is deemed essential, will meetings or assessments take place in person with someone external to the school.

We recognise that any pupil at some point may need additional support for their learning and that not all vulnerable learners will have a SEND. 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.



In 2019-20 we used the following specialist assessment tools

- The British Picture Vocabulary Scale (BPVS III)
- Salford Reading Test
- Young's Spelling Test
- Read Write Inc. Assessment

- Catch-Up Numeracy Assessment
- Visual Stress Test
- SENT-KS2/3 Numeracy assessment
- Dyslexia Portfolio

We have also accessed advice from other professionals including:

- Educational Psychologists (Educational Psychology and Specialist Support)
- Occupational Therapists
- Speech and Language Therapists
- Access Through Technology
- Sensory Support (SENSi)
- Ormiston Point 1
- SRB Placements
- Virtual School for Sensory Support (VSSS)

The information from these assessments and agencies was 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 *Covid-19 statement: Cancelled until further notice*
- Home/School communication books
- Sticker/reward charts
- Meetings with the SENCo

This document has been written by the Inclusion Leader and prior to publication, parents of pupils with SEND, the Head teacher, Chair of Governors and members of staff, were consulted about this document.

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, SENCo and class teachers 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 Education Plans which are working, rolling documents, updated and targets changed as the pupils meet them. In 2019-20 we moved to an online system using Provision Map by TES. This allows teachers and parents to access IEPs more easily and enable everyone involved with a pupil's learning to see their targets. 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. In 2020-21 we will also be using this system to track the interventions a pupil is receiving and to monitor the impact of interventions.

Covid-19 statement: Parents will be invited to discuss the IEP targets, provision and reviews over Teams or the phone. Pupil voice will be captured in class with their teacher or TA.

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 telephone conversation with the previous school or nursery.

Eaton Primary School works very closely with our feeder high school, City of Norwich School (CNS) as well as the other local high schools to ensure smooth transitions take place for every child leaving Year 6. Transition days are put in 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 SENCo 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.

Covid-19 statement: At Eaton Primary we understand that was an impact on all pupils' due to the lockdown closure in March 2020. For some children this was minimal, however, for others the impact was far greater. For pupils with SEND, transitions and change can be difficult and highly stressful. We understand that under the current and continuing circumstances, the reintroduction into school for these pupils after a long period of absence is likely to be even more challenging.

To support the transition back to school, some pupils were sent a transition booklet at the start of July 2019-20. This booklet was designed to support parents and pupils' conversations about the return to school. This was followed up by the new teacher using either Teams or a with a phone call. Parents and pupils have been contacted again by the teacher during the September inset days to discuss any questions or worries prior to restarting.

Where there was a significant concern about a pupil being able to return to school, this will be reported to the SENCo who will communicate with the parents and create a support plan. The SENCo will share this with SLT, parents and all staff working with the pupil.

Pupils who were in regular communication with the PSA or Learning Mentor during the lockdown period will also be called during the inset days. Provision will be made to provide emotional support as the term restarts.

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

At Eaton Primary School we take an inclusive approach to teaching children with SEN. 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 interventions, resources or equipment needed
- Each class has a **teaching assistant** to support teaching and learning. TAs are full time in KS1 and embedded in each class. In KS2 TAs work in class during the mornings and highly trained TAs deliver targeted, evidence based interventions in the afternoons
- **Intervention work** completed 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 SENCo updates as a working document
- **Continuous Professional Development** (CPD) sessions to support different needs are given in Staff Meetings or individual guidance for teachers and TAs is given for specific pupils and their needs
- **Collaborative and supportive relationships** and communication with parents
- **Pupils involved** in their target setting and reviews (where age appropriate)
- For pupils with social, emotional and mental health needs, a **highly experienced pastoral support assistant** is available to carry out specific work to support them

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

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 Sensory Support,
 - '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
- 1-1 support from our Pastoral Support Assistant
- 1-1 reading with an adult in school

Covid-19 statement: Interventions will continue and will be provided by an adult working with a year group bubble wherever possible. Where it is not possible for support to be provided by the class TA, a safe working space will be provided, ensuring that pupils and staff maintain a 2m distance and regular cleaning of all surfaces will occur.

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, including the support of specific medical needs, including diabetes, cerebral palsy.

The SENCO has 10-years of 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 SENCo has been in post at Eaton Primary for 3 years. The SENCO holds the NASENCo accreditation and has additional training specialism in supporting pupils with ASD. Other training includes:

- "Mental Health Champion"
- Designated Safeguard Lead
- Sensory Processing Disorder
- Trauma and Attachment
- ARROW literacy intervention
- Clicker 7
- Norfolk STEPs training

The SENCo has also been working as part of the Norfolk's *SEND and AP Transformation Project*.

Teachers have CPD sessions as part of the Staff Meeting schedule. These are identified by needs within the school and prior training. In 2019-20 training in the Autumn term focused on use of Provision Map for recording and reviewing IEPs. Further training (focus on memory and SEMH/trauma) was due to take place but was unable to due to school closure due to Covid-19.

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. TAs have training for the 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 SENCo will assess the most effective use of the expertise and experience within the school.

Among our TAs we have training for:

- First Aid, including Pediatric specific
- CatchUp Numeracy
- Talk Boost
- ARROW
- Phonics training (Read Write Inc)
- Using Visual Communication Supports in a Communication Friendly Environment
- Guided Writing training by EAT Central Education Team Literacy Lead
- Maths training by EAT Central Education Team Numeracy Lead

We work closely with EPSS and other external agencies. We follow the flow diagram in [Section 2](#) to support decision making for referrals to external agencies.

Covid-19 statement: Training for all staff will continued in in 2020-21, remotely wherever possible.

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

Monitoring is an integral part of teaching and leadership at Eaton Primary School. The SENCo monitors the provision for all pupils with SEN. We follow the Graduated Response of 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 [Section 4](#).

However, we also look at the progress which pupils make towards their individual targets and their success at achieving it. The SENCo then collates this information so that it is possible to see whether the interventions are having an impact. Meetings are also held by the SENCo 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 SEN to engage in activities alongside their peers who do not have SEN?

Eaton Primary School is committed to ensuring full inclusion of all children whilst meeting their individual needs.

All clubs, trips and activities offered to pupils at Eaton Primary School are available to pupils with SEN including those with an EHCP. Where it is necessary, the school complete an individual pupil risk assessment and use reasonable to enable the safe participation of the pupil in the activity, this may include provision of an additional adult. 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
- 1-1 support sessions with the Pastoral Support Assistant
- 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. We also promote collaborative learning and sports through our mixed year group House Games every Friday.

Covid-19 statement: To reduce transmission of Covid-19, currently all gatherings of pupils from different bubbles has been suspended. As a result, assemblies, Lunchtime Nurture Groups, Clubs, House Games etc will not be taking place.

To support the emotional wellbeing of our pupils, staff will use daily check-ins with vulnerable pupils and alert members of the SLT about any pupils who they have concerns about. Emotional support will be provided in supportive and reassuring learning environments by the class teachers and TAs.

PSHE/Circle time will also provide space for pupils to talk about emotions, feelings and managing difficulties. Additional support for individuals will be given through 'Bubble Time' and for some pupils, from the PSA or Learning Mentor.

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. EPSS assessment report recommendations are acted upon to ensure the needs of SEN pupils are met in the most effective way possible. 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 is in need of additional support.

Covid-19 statement: During the lockdown period, SEN assessments were carried out via Teams. With the return to school we will be providing a safe and risk assessed space for outside professionals to work with, or assess pupils. Only those regarded as essential will be able to work within school once they have been fully briefed on the risk assessment guidance for our school. EHCPs were applied for with the support of parents, and adjusted timelines identified by NCC. EHCP provision was discussed between SENCo, EHCP Co-ordinators and the parents. County Risk Assessments were completed collaboratively and shared with parent, coordinator and SENCo.

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

We aim to work collaboratively with parents to ensure that, with reasonable adjustments, the provision for their child is appropriate to meet their needs and to keep parents informed about the provision and progress which their child is making. 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 (SENCo)- Louise Goodson
- Deputy Head- Kate Estlea
- Head teacher- Allan Lowe
- 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.

15. COVID-19

Please note, the situation is rapidly changing and this information is correct as of 01/09/2020.

Current Government guidance can be found at

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Norfolk guidance can be found at <https://www.schools.norfolk.gov.uk/coronavirus>

Changes to our ways of working as a result of Covid-19 can be found at the bottom of relevant sections. Each amendment will begin *Covid-19 statement*.

The Government expects that all children should return to school from the start of the school year 2020-21. Stringent planning to reduce transmission has been undertaken inline with current Government recommendations and has been ratified by the Trust. This information has been outlined to all parents in letters from the Head. Parents of pupils with disabilities or medical needs which place them at a higher risk were contacted by the SENCO in July 2020 to discuss their needs and safety measure in place. Parents were also asked to contact the school if they had concerns which they wanted to discuss. A member of SLT contacted parents who responded.

At Eaton Primary School we understand that SEN pupils are amongst our most vulnerable learners. During the lockdown closure period, teachers were in contact with pupils and parents via an online learning platform, ClassDojo. Work was tailored and support given for pupils to access the whole class learning. Where pupils were unable to access learning, provision was made by teachers to support pupil IEP targets. CPG books were sent out to all pupils. SEN pupils were sent books which were appropriate to their ability. In addition, some pupils with the highest level of need were contacted and planned for by the SENCo. Further emotional support was provided by the PSA and Learning Mentor via frequent phone calls to monitor and support parents with pupil emotional wellbeing and engagement with home learning as well as the teachers' weekly Teams calls.