



Catton Grove Primary School Special Educational Needs and Disabilities (SEND) Information Report for 2020/21

Part of the Norfolk Local Offer for learners with SEND

Welcome to our information report which is part of the Norfolk Local Offer for learners with Special Educational Needs or disability (SEND). This document also acts as our SEND policy. All governing bodies of maintained schools and nursery schools and proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's (or proprietor's) policy for pupils with SEND. This information is updated annually.

At Catton Grove Primary School we are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome comments from parents and stakeholders on our Information Report and Policy, so please do contact us. The best people to contact are:

Agnes Pattison (SENCo)

Matt Daws (Governor with responsibility for SEN)

Catherine Lorne (Head Teacher)

Aims of this Policy

- To work within the guidance outlined in the SEN Code of Practice 2015 and adhere to expectations from the Local Authority
- To identify and put in place appropriate provision for pupils who have SEND and additional needs
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
- To ensure that parents and carers have a clear understanding of how the school supports pupils with SEN and their own involvement in this
- To provide an appropriately qualified and experienced SENCO who can ensure that the SEN policy is put into practice

- To provide support and advice for all staff working with SEND pupils

Our Approach to Teaching Learners with SEND

At Catton Grove we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We are inclusive in both principle and practice and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our Teaching & Learning policy (this is available on the school website).

We have high expectations and aim to create a positive learning environment which is flexible enough to meet the needs of all learners. We monitor the impact of teaching, including interventions and the progress of every child, through observations, work scrutiny/moderation, pupil progress meetings and our assessment data/tracking system. Teachers share and observe good practice within school as well as in other schools.

We strive to provide a welcoming, positive environment, enhancing the learning of all; both children and adults, regardless of ability, race or gender and we are committed to our responsibility towards the identification and assessment of special educational needs.

We aim to work together- parents, staff, Governors and children - for the benefit of ***all*** those who come to our school, including those with additional needs, to help all learners reach their full potential.

There are lots of experienced staff working to support your child including a dedicated Pastoral Team. We will not tolerate any form of bullying and we have a clear anti-bullying policy in place.

How We Identify SEN

At different times in their school life, a child or young person may have a special educational need. The 2015 Code of Practice defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or

b) has a disability which prevents or hinders him or her from making use of 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 ensure that provision that is ‘additional to or different from’ the normal curriculum, intended to overcome the barrier to their learning, is in place.

Learners can fall behind in school for a number of reasons. They may have been absent from school or attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all or they may be worried about a range of different things that may distract them from learning. They may not be able to access their learning as they are affected by a mental health difficulty. At Catton Grove Primary School we are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning, we will intervene. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile in July 2020 showed that we had 16% of children identified as having SEN and 9% of those children have an Education, Health and Care Plan (EHCP).

The Code of Practice identifies four categories of SEN:

1. Cognition and Learning (including maths, reading, writing and spelling etc.)
2. Communication and Interaction (including speech and language difficulties and problems with social interaction)
3. Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)
4. Social, Mental and Emotional Health.

The purpose of identification is to work out what action the school needs to take, rather than fitting a pupil into a category. In practice individual children often have needs that cut across all areas and their needs may change with time.

Assessing SEN at Catton Grove Primary School

Class teachers, teaching assistants, parents & carers and the child themselves will be the first to notice a difficulty with learning. At Catton Grove Primary school we ensure that assessment of educational needs directly involves all of these key people, along with the Special Needs Coordinator (SENCO). We have a range of assessment procedures which include;

- Discussions with everyone involved with the child and the child themselves
- Classroom observations
- Looking at work and progress over time, including any from previous schools
- Assessment data tracking system (Pupil Asset)
- Looking at the impact of any adjustments that have been made for the child

- Working with the child and their parents/carers to find out what works, what is tricky and what we can do to support
- There are a range of assessment materials which have been purchased by the school and may be used to identify strengths and weaknesses following on from the above points

For some learners we may want to seek advice from specialists; Catton Grove Primary school purchases support from the Educational Psychology Support service (EPSS) and has access to various specialist services as well as those universally provided by Norfolk County Council, which are described on the Local Offer website.

What we do to support Learners with SEN at Catton Grove Primary School

Effective teaching for those children with SEN starts with effective teaching for all children; every teacher is required to ensure access to learning for all children in their class. Additional support may be provided in a number of ways, either within the class or as part of a small group or 1:1 intervention.

Our staff use various strategies to adapt access to the curriculum and meet additional needs. These strategies might include:

- Visual timetables
- Practical apparatus to support learning
- 'Social Stories' to support social, emotional and mental health issues
- Writing frames
- Use of IT (laptops, ipads, recording devices)
- Positive behaviour rewards system
- Teaching interventions led by teaching assistants (Read Write inc, Precision Teaching)
- Interventions for social, emotional and mental health needs led by the Pastoral team
- External support may involve speech and language, occupational therapist support, Access Through Technology (ATT), Specialist Resource Bases (SRBs), mental health services (Point 1) and other voluntary organisations e.g. Nelson's Journey.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. This type of support is dependent on individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is detailed on an individual provision map which outlines the interventions and actions we undertake at Catton Grove Primary school to support learners with SEN. We review each provision map regularly and it changes every term as our learners and their needs change.

We discuss our SEN provision with other cluster schools and work with them to share expertise and ensure that we learn from each other. The cluster is committed to working together to improve learning for all, and we share resources, training and moderate provision for learners with SEN.

Catton Grove receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors on the basis of the needs of the children currently in the school. The Head Teacher alongside the leadership team and the SENCO discuss the allocation of funding based on all the information they have about SEN in the school including;

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected
- Resources/training and support needed. All resources/training and support are reviewed regularly and changes made as required

The school can also apply for top-up funding for learners who require support which exceeds that available to the school. Individual schools are required to submit applications to the authority in order to request this additional funding.

How do we find out if this support is effective?

Monitoring the impact and effectiveness of teaching and learning is an integral part of leadership and school development and improvement at Catton Grove Primary school and this applies to SEN provision too.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

Assess – we consider all the information from discussions with parents or carers, the child, the class teacher and assessments. A baseline assessment is the starting point for any intervention. From this we can measure progress made by a child– and set a target outcome.

Plan – next we identify the barriers to learning and intended outcomes, and work out what additional support will be provided to help overcome the barriers. Strategies & interventions are recorded on a provision map and will form the basis for termly review meetings, held as part of Parent/Teacher Consultations.

Do – providing the support – extra assistance for learning or learning aids – as set out in the provision map.

Review – we measure the impact of support and consider if changes need to be made. All of those involved – learner, their parents or carer, teacher and SENCO - contribute to this review. Should progress be less than anticipated, consideration will be given to adapting the

frequency and/or intensity and, if necessary, a new cycle (Assess, Plan, Do & Review) can begin.

What is an Education, Health and Care Plan?

While the majority of learners with SEN will have their needs met in the way described above, some may require an Education, Health & Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan (replacing the old 'Statement of SEN'). This means that the child will have been identified as needing a particularly high level of individual and small group teaching (usually more than 20 hours) which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who, as a consequence, need a higher level of support in school.

A request for an EHC needs assessment does not necessarily lead to the issuing of an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood (DfE Code of Practice).

Where a child or young person has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Further information about Education Health and Care plans, including how to apply for an assessment can be found within the Norfolk Local Offer at

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/introduction-to-send/sen-support/ehc-plans>

Accessibility

The Equality Act 2010 definition of disability is:

'A person has a disability for the purpose 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 1995

This definition of disability in the Equality act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Catton Grove Primary School comprises of three separate buildings all on one level. All areas are accessible by wheelchair.

Designated disabled parking bays are available at the front of the main school entrance.

There are disabled toilets throughout the school.

We are committed to making reasonable adjustments to ensure participation for all, as outlined in our Single Equality Scheme. Within the Single Equality Scheme there is an Accessibility Plan which is updated annually, with barriers being identified and plans put in place to remove them as far as possible. If you have any specific queries or concerns with regard to accessibility to the school site then please contact the main school office in the first instance.

Workforce Development

The SENCO regularly attends network meetings in order to keep up to date with local and national issues in SEND.

All teaching assistants have attended training on Mediated Learning (training focused on strategies for supporting the key areas of attention, perception, language, memory, reasoning and behaviour). External training is provided according to need and different teaching assistants have attended training on Visual Impairment Awareness, Speech & Language (supporting children with speech sound difficulties and attention and listening), ADHD & Challenging Behaviour and Clicker all of which have been used with individuals or groups of children.

Termly meetings are held with the SENCO and teachers to discuss the provision in place to support the needs of pupils.

Fortnightly meetings are held with SEN teaching assistants and are focussed around an identified area of need.

Partnership with parents

The school aims to work in close partnership with parents and carers to ensure that they are fully informed about all matters relating to their child's SEN. We also involve parents and carers with the 'assess, plan, do, review' cycle to ensure that all relevant information is collected and the child is supported in the best way possible.

Pupil Involvement

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

Other Opportunities for Learning

At Catton Grove Primary School *all* children are included in *all* aspects of the school curriculum. We believe that all learners are entitled to the same access to extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all and we will provide the necessary support to ensure that this is successful. It might be appropriate for a parent/carer to accompany a child on a school trip depending upon the child's individual needs and this would be discussed prior to the trip.

Please contact the School Office on 01603 426728 if your child has any specific requirements for extra-curricular activities.

Bullying

At Catton Grove Primary School we have a whole school approach to bullying. Please refer to the school's anti-Bullying policy for further information.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to a new school. We recognise that this 'moving on' can be difficult for all children, but especially so for a child with SEN and/or disability. Consequently, we work closely with parents, children and staff to ensure to ensure that positive transitions occur.

Planning for transitions within school will take place in the Summer Term review meetings; for transition to secondary school planning will take place in the Summer Term of Year 5 to ensure adequate time for planning and preparation.

During Year 6, information – previously agreed with parents – will be shared with the SENCO of the receiving secondary school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school may also visit him or her at Catton Grove.

There are similar arrangements for children joining our school from other settings.

Have your say

Catton Grove Primary School is *our* community school. This SEN report details our annual offer to learners with SEN, but to be effective it needs the views of all parents and carers, children, governors and staff so please engage with us and tell us what you think, to ensure that our SEN provisions and support has the maximum positive impact.

Dealing with complaints

We want all children to feel happy and well supported in school. If there are concerns regarding SEND provision, parents should initially speak to the class teacher and then the SENCO in order to address any issues. If parents do not feel that their concerns have been resolved they should follow the complaints procedure as outlined on our website.

Other relevant policies

This policy should be read in conjunction with the following:

Anti-bullying policy

Behaviour Policy

Safeguarding Policy

Single Equality Policy including the Accessibility Plan

Medical Conditions Policy

If you would like to discuss any aspect of this SEN information report and policy, please contact Agnes Pattison at apattison2nrr@nsix.org.uk or by telephoning the school on 01603 426728

Useful External Links

The Local Authority has to have a 'Local Offer' which sets out the support they expect to be available for children and young people with special educational needs and/or disabilities.

You can access the Local Offer at www.norfolk.gov.uk/SEN

Norfolk SEND Partnership offers independent information, advice and support to children and young people and their parents about Special Educational Needs and Disabilities. You can access their website at www.norfolkparentpartnership.org.uk

www.dfe.gov.uk

<http://www.autism.org.uk> (National Autistic Society)

<https://www.thecommunicationtrust.org.uk/> (Children with speech & Language difficulties)

<http://www.thedyslexia-spldtrust.org.uk> (The Dyslexia Trust)

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

Date of last Review: September 2020

Review Date: September 2021