

SEN Information Report

For the Local Authority SEND offer, please follow this link:

<http://www.norfolk.gov.uk/SEN>

School SEN Information Report 2020-2021

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). In accordance with the new SEN Code of Practice (2014) relating to Special Educational Needs and Disabilities (SEND), this document sets out the ways in which our school community of staff, governors, parents/carers and pupils will identify, support and monitor children with SEND. As a school we have a legal duty to publish this document on our school website and update it annually. We would welcome your feedback and future involvement in the review process. Help us shape and develop provision for our learners. Please contact:

Headteacher: Mrs Sharon Nour

SEN Governor: Mrs Kim Whitlock

SENDCo: Mr Justin Blocksidge

Great Dunham Primary School

SEND School Profile 2020-2021

Autumn Term 2020

No on roll: 66

Boys – 34 Girls – 32

SEND – 8 – 12.1%

EHCP – 0

SEN linked to Cognition and Learning– 6 % (4 chn)

SEN linked to Communication and Interaction –3 % (2 chn)

SEN linked to Social, Emotional and Mental Health Difficulties – 3% (2 chn)

SEN linked to Sensory and / or Physical needs –0 %

Number of pupils excluded 2018- 2019- 1 (1 SEN exclusions – Fixed Term for 2 days)

Our approach to teaching learners with SEN

At Great Dunham Primary we believe that every child has individual and unique needs and strengths. All teachers are teachers of special educational needs. A continuous cycle of 'assess, plan, do, review' takes account of the wide range of abilities and aptitudes within the classroom. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We will use our 'best endeavours' to meet the needs of our pupils in the most inclusive way we can. This includes making reasonable adjustments for disabled pupils and supporting those with medical conditions.

We aim to create a learning environment which is flexible to meet the needs of all learners. We monitor the progress of all learners which includes regular pupil progress meetings. Where progress is a concern, this is shared with parents and the curriculum is adapted to support progress.

Where this intervention does not bring about improved progress, the advice of the SENDCo is sought in the first instance. Specialist intervention may include assessment work or specific advice to the Class Teacher or sometimes specialist teaching.

Identification of SEN

At times in their school career a child may have a special educational need. The Code of Practice (2014) defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational 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:

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

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 provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. Children who have a medical diagnosis but are not receiving additional or

different levels of support from that which is normally available will be placed on the disability register.

Not all vulnerable learners will have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. 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.

Class Teachers have a crucial role in identifying pupils with SEN and are the first point of contact for parental concerns.

The concerns of parents will always be responded to. We will obtain information from each child's pre-school or previous school.

Assessment

We ensure that assessment of educational needs directly involves the learner, their parents/carer and Class Teacher. The SENDCo also supports with the identification of barriers to learning. We have a range of assessment tools available.

For some learners we will seek advice from specialist teams. In our school we have access to various specialist services. Great Dunham Primary School has commissioned for 2020-21, support from an Educational Psychologist and SEN Learning Support Teacher.

We also employ 2.2 FTE Teaching Assistants who also help deliver the interventions in the Provision Map as co-ordinated by our SENDCo.

Provision

Each class teacher adapts the curriculum to ensure access to learning for all children in their class. Teachers use various strategies to adapt access to the curriculum including use of visual timetables, laptops or other relevant recording devices, positive rewards system and de-escalation scripts.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map detailing interventions and actions that we undertake to support learners with SEN across the year groups. We modify provision termly and it changes each year as our learners and their needs change.

Funding

Great Dunham Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described as an SEN Memorandum. The amount of funding allocated for 2020-21 is £26, 859.

If additional funding is needed to offer support to a specific child or group of children that cannot be funded through the SEN Memorandum, the school can apply to Norfolk County Council for 'top-up' funding. A panel meets to agree if this is a good use of funds, and the school is notified if they have been successful.

Monitoring and Evaluating the success of the education provided for pupils with SEND

Monitoring progress is an integral part of teaching and leadership; parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and will be involving parents/carers and pupils in each step. Baselines are recorded to ensure we are able to measure the impact of provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a more formal meeting held at least once a term where progress and next steps are discussed. If a child has a current Statement of Special Educational Needs or Education Health and Care Plan, termly reviews are supplemented by a formal annual review.

The SENDCo collates impact data of interventions to ensure that interventions are proving effective. Progress data of all learners is monitored by all staff and governors. Our school data is also monitored by the Local Authority and Ofsted.

Legislation

Equality Act 2010

This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes 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 and young people 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.

Transition

Transition is part of life for all learners. This can be transition to a new class in the school, new teacher or moving to another school. Planning for transition is part of our provision for all learners with SEN. Moving classes will be discussed with you and your child during the summer term. The SENDCo is in regular contact with the secondary schools.

The role played by parents

We recognise the integral role of parents and have an 'open door policy'; please take up opportunities to speak to your child's class teacher and/or SENDCo about their progress and SEN.

The LA provides an additional support service 'The Parent Partnership Service' that can be directly accessed by parents: www.norfolkparentpartnership.org.uk

Other useful links:

<http://www.dfe.gov.uk/>

School Information Report written September 2020; to be reviewed annually.

Disability Access

We are fully committed to providing for the needs of all children at the school. This includes developing the physical environment to ensure that the children can access all areas of the school; making sure that learning takes account of individual needs and, finally, making sure that written information, where necessary, is available in a suitable format.

In meeting these aims, the school will work in partnership with the Local Authority and all organisations and agencies that can provide specific help and guidance in meeting individual needs