



SEN Information Report for Marshland St James VC Primary School 2018-19

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the draft SEN regulations which can be found at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

At Marshland St James Primary school we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEN Governor: Nicola Hayes

Name of SENCO: Susan Belcher

Name of SENCO Assistant: Jackie Legge

Name of Head: Sarah Durrant

Our Approach to Teaching Learners with SEN

At Marshland St James Primary School 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 want to create an inclusive culture in our school and we aim to be more 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 and learning policy which can be accessed through the school website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Marshland St James Primary School, we value:

Learning for all.

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 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 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.”

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

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Marshland St James 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. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2017-18 shows that we have 11% of children identified as having SEN, and with one child having an Education Health and Care Plan (EHCP).

60% of children are identified as having SEN linked to Cognition and Learning

20% linked to Communication and Interaction

20% linked to Social, mental and emotional

Assessing SEN at Marshland St James Primary School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Marshland St James Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available here.

Marshland St James Primary School as part of the Marshland Cluster have also commissioned for 2017-18 support from a variety of professionals such as:

Educational Psychologists

Speech Therapists

School Nursing team

We also employ 3 FTE Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO.

What we do to support learners with SEN at Marshland St James Primary School?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The 'Teacher Standards 2012' detail the expectations on all teachers. The teacher standards are available here: <http://www.gov.uk/government/publications/teachers-standards>

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Targeted group intervention
- Writing frames
- 1:1 support sessions
- Additional adult guidance
- Visual timetables
- Positive behaviour rewards systems
- Laptops, or other alternative recording devices
- Peer buddy systems
- Specialist resources that have been recommended.

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 identified on a provision map, which although does not detail the individual learner names, describes the interventions and actions we undertake at Marshland St James Primary School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Marshland St James Primary School we share the provision map with our colleagues in the Marshland Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Nursery Provision

We aim follow the requirements of the EYFS (2017) and provide an inclusive environment for all children and their families. We comply with the requirements of the Equalities Act 2010 and the Special Educational Needs code of practice 2015.

We monitor and review the progress and development of all children. However, where a child appears to be behind expected levels of development or where a child's progress gives cause for concern we will adopt a graduated approach with 4 stages of action: Assess, Plan, Do & Review. We work in partnership with parents and provide information on how we are supporting their child's development and will seek consent to request support from outside agencies where necessary.

We will identify groups of disadvantaged children who attend the setting and will apply for additional funding if families meet certain criteria. This funding will be used to ensure support is in place to improve children's outcomes.

We work with the local authority via 'SEN Local Offer' to ensure information is available locally to parents to ensure they are able to make choices about the right childcare provision for their child with SEN.

We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.

Funding for SEN

Marshland St James Primary School 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 amount of funding we received for 2017-18 is £35,000. The school can apply directly to the local authority for SEND High Needs top up funding if school has already made reasonable adjustments for the learner and where the young person has higher or more extreme needs which cannot be met through the schools core offer. The school will then apply through the local authority for the High Needs top up funding.

The Marshland cluster of schools have also received funding from the Local Authority which has been distributed as 'top up' funding for learners who require support that exceeds that available to the school. The Marshland Cluster funding for 2017-18 was £2500.

The Marshland Cluster of schools is committed to working together to improve learning for all and we are able to share resources, training and moderate provision for learners with SEN. If you would like any further information on SEN provision in Norfolk please click on the link below.

<file:///C:/Users/Headteacher.HEADDESKTOP/Downloads/SEN%20Support%20Guidance%20provision%20expected%20at%20SEN%20support%202018.pdf>

How do we find out if this Support is effective?

Monitoring progress is an integral part of teaching and leadership within Marshland St James Primary School. 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 ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review into the intervention itself, or it can be a formal meeting once a term where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates impact of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Marshland Cluster so all SENCOS in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We are also part of the Marshland Cluster moderation group so can ensure judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Marshland St James Primary School in 2017-18 we are offering a range of additional clubs and activities. For further information on these contact the school directly.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the school co-ordinator to discuss specific requirements. Please email: office@marshlandprimary.norfolk.sch.uk

All staff at Marshland St James Primary School have regular training on the 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.' Governors review the equality and diversity policy every three years or when there are legislative changes.

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.

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 to another school, training provider or moving into employment. Marshland St James Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for our transition is part of our provision for all learners with SEN. Moving classes will be discussed at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Marshland St James Primary School is a church and community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

Useful links

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Date of Policy Review: September 2018

Date for next review: September 2019