

SEN Information report for Norwich Primary Academy
2018 - 19

Contributing to 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. [Link](#)

At Norwich Primary Academy we are committed to working together with all members of our school community. We use our best endeavours to make the provision required to meet the needs of children with SEN. 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 for you to contact are:

Andy Skeggs – SEN Governor
Anne Gooding – Assistant Head Teacher and Inclusion Lead
Damian Weare – Head Teacher
Wendy Johnson - School Council Link

Our approach to teaching learners with SEN:

At Norwich Primary Academy we encourage all children to be the best they can be. We provide a curriculum and an environment in which all children can develop their personalities, skills and abilities, intellectually, socially and academically. We teach in a challenging and enjoyable way in order to achieve this.

All members of our learning community are:

- supported to make the best progress they can;
- stretched and challenged;
- taught to challenge themselves;
- taught good learning behaviour;
- expected to engage fully in learning;
- shown how to learn from mistakes;
- encouraged to take risks in their learning.

Through good planning, preparation, high quality teaching and support we intend to break down all barriers to learning and develop an environment where all children want to and can learn and achieve.

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 January 2015 defines SEN as:
“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” This child may have significantly greater difficulty in learning than the majority of others of the same age or 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.

At Norwich Primary Academy we aim to identify children with SEN early. We use a Baseline Assessment and the Foundation Stage Profile in Reception and the Phonics Screening in Year 1.

All pupils from Year 2 to Year 6 are assessed three times a year using standardised assessments. This provides standardised scores which help to identify children who are working well below average for their age and may therefore benefit from SEN Support. Children who do not score on age appropriate reading and comprehension tests are assessed using the Salford Reading Assessment.

The GL Single Word Spelling Test is also available to identify children who are struggling with spelling.

Children in Reception and KS 1 (and low level learners in Year 3 and 4) are regularly assessed using the Read Write Inc assessment to monitor progress and to identify children who need extra support in this area.

. The Sandwell assessment and MALT are available to identify individual targets for children who are struggling in maths.

Our SEN profile 2018/19

% of children at Norwich Primary Academy have an identified SEN.

% of these have an Education, Health and Care Plan.

Of pupils with identified areas of need (pupils can have more than one area of need)

- % have Cognition and Learning difficulties
- % have Communication and Interaction difficulties
- % have Social, Emotional and Mental health difficulties
- % have Sensory and/or physical need.

Assessing children with SEN

Children who are struggling are identified by their class teacher and/or parent.

The AHT for Inclusion monitors identified pupils and where needed assesses to identify barriers to learning and recommends interventions.

The AHT for Inclusion meets with teacher and parent to gather further information.

After 6 months the child can be assessed again if teacher continues to be concerned.

A referral to specialist professionals may follow if child has not made expected progress despite interventions put in place.

If we feel a child meets the criteria for an Education, Health and Care Plan (now put in place of Statements) we will gather information, speak to the parents, refer to an independent Educational Psychologist for advice which we will then follow for at least two terms before deciding whether to make the application to the local authority.

Pupils with high levels of SEN are assessed at least once a year and interventions recommended.

What we do to support learners with SEN:

We employ a full time Assistant SENCo, Sean Williams , who oversees 1:1 and small group interventions for children with attention, speech, language and communication difficulties. Sean works closely with the allocated NHS Speech and Language therapist. He supports school staff and parents to ensure the children with speech and language needs get the support they need to make expected progress.

We have a pastoral team to meet the needs of children identified with Social, Emotional and Mental Health needs. Some children have time with a mentor when they can talk about their worries. This team also aims to reduce bullying for all pupils, including those identified with SEN.

We employ extra Teaching Assistants so that children identified with Special Educational Needs can have their needs met alongside their peers. Anne Gooding, SENCo and the class teachers work with the TAs to make sure children's needs are met. Class teachers adapt the curriculum to ensure access to learning for all children in their class. SEN pupils may be put in small groups to support their learning. Our teachers will use various strategies to adapt access to the curriculum; this might include using:

- Visual timetables + visual prompts
- Writing frames
- I pads, netbooks, laptops or other alternative writing devices.
- Peer buddy systems
- Positive behaviour reward system.
- Support in small groups
- 1:1 or small group interventions

Each learner identified as needing SEN support, 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 barriers to learning identified. This support is described on a provision map.

There are a small number of children in our school who are not able to access the learning within their mainstream classroom. These children either have an EHCP or evidence is being collected towards a referral for an EHCP. Many of these children are regularly discussed at Local Authority SEN panel meetings re the availability of specialist provision. In school we provide highly differentiated specialist group teaching for Phonics, English, Maths in the mornings and a range of appropriate afternoon activities. The morning groups are run by our SEN teacher, Karen Fenn and our SENCo Assistant, Sean Williams and overseen by the school SENCo. The afternoon groups are run predominately by experienced HLTAs.

What parents can do to support their children with SEN:

- Attend parents meeting held with teachers each term.
- Anne Gooding, SENCo offers meeting at least twice a year but will meet with any parents on request.
- Parents are encouraged to do extra work with their SEN child at home
 - eg daily reading
 - spelling practice from appropriate words provided by Anne Gooding, SENCo
 - speech and language activities provided by the Speech and Language Therapist
 - memory games + fine motor activities suggested by SENCo if needed.
 - practice knowledge of number facts – teacher can provide appropriate activities
- Copies of Next Step Plan targets can be sent home on request
- Make sure child's hearing and vision are assessed regularly – talk to the SENCo

How we find out how effective our support is:

- Each child identified with SEN will have an SEN Next Steps Plan.
- NSP small step targets are reviewed every six weeks or less. New targets are set as targets are achieved. Targets are based on basic skills and are measured through weekly assessment.
- Teachers provide independent activities for daily practice for NSP targets.
- As well as time with a TA to practice NSP targets, we use published interventions proven to show progress eg Talk Boost, and track children's progress.
- Interventions are monitored through Next Step Plans and only continued if affective.
- All interventions have an entrance assessment.
- Teachers share NSPs with parents at termly parents evenings.
- Pupils with an Education, Health and Care Plan will also have a review meeting at least once a year.
- The AHT for Inclusion collates data from Pupil Asset to monitor the progress of pupils getting SEN Support.
- Progress of all learners is collated and monitored by teachers, AHTs, VPs and Governors.

Other opportunities for learning:

- At Norwich Primary Academy we offer a range of extra curricular activities.
- We are committed to making reasonable adjustments to ensure participation for all.
- At Norwich Primary Academy we follow 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'. Link to Access Plan.

Preparing for the next step:

Transition is part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school.

Planning for transition is a part of our provision for all learners with SEN. Moving classes can be discussed (parents with old/new teacher) at the parents drop in held towards the end of the Summer Term.

Teachers are given time to discuss children's needs with the next teacher before the end of the Summer Term.

Vulnerable pupils are given transition photo cards to take home to support their transition.

Have your say:

Norwich Primary Academy is a school for the local community. 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:

- <http://www.inspirationtrust.org/page/?title=Norwich+Primary+Academy&pid=78>
- <http://www.schools.norfolk.gov.uk/>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.gov.uk/government/collections/national-curriculum>
- www.norfolksendpartnershiass.org.uk