

Pupils at Sandringham & West Newton Primary Academy receiving SEN support.

Our SENCO

Mrs Chrissie Reddey is the Sandringham & West Newton Primary Academy Special Educational Needs Co-ordinator (SENCO).

She can be contacted on **01485 540506** or by Email: creddey4hr5@nsix.org.uk

Sandringham & West Newton can offer you:

- ✓ Someone to talk to; you can always speak to your class teacher or the SENCO about any concerns you may have.
- ✓ A friendly, caring environment; we value social and emotional aspects of learning as well as academic aspects.
- ✓ High-quality teaching; all of our teachers work to a very high standard and are very aware of the need to ensure all pupils, with or without special educational needs and disabilities, achieve their full potential.
- ✓ Well trained teachers and support staff; all of our staff have access to up to date training to meet the needs of individual pupils through the cluster funding mechanism, accessed via the school, through the support of the SEN-D cluster co-ordinator who visits the school regularly (usually bi-weekly).
- ✓ Access to specialist services; we can refer children to the Speech & Language Therapist, Educational Psychologist, Behaviour Support, Autism Support Teacher, School Health, and the Vision or Hearing Impaired Services amongst other specialists.

Identifying & supporting children with SEN at Sandringham & West Newton Primary Academy:

When children start in our Reception class, the handover systems ensure that we receive any information on their development so far, and any information on a special need or disability already identified by parents or educational staff. If this is the case, we meet with everyone involved before the child starts school to make sure their transition to school is as smooth as possible. This would include making sure all staff that will be working with them, are aware of their needs, and go through appropriate training, if necessary.

All children are unique and develop at different rates. Any special need may not be evident until they have been in school for some time.

Every classroom caters for all children with various styles of teaching and learning, i.e. visual, auditory and hands on (known as kinaesthetic learning).

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them, which is over and above the differentiated curriculum received by the rest of the children, using quality first teaching.

If, after quality first teaching, differentiation and reasonable adjustments are proven to be unsuccessful, this is where the teaching staff, along with the SENCO and parents come together to follow a cycle of ASSESS, PLAN, DO REVIEW, so a plan can be tailored to the child's needs.

Pupils with a disability have social educational needs if they have difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school in the area.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes/interventions to boost and support pupils, if necessary. These support and interventions programmes include:

- ✓ Power of 2 maths programme
- ✓ 1st Class @ Number maths intervention
- ✓ Toe-to-toe reading programme
- ✓ Tailored reading
- ✓ Precision teaching for Maths, reading & writing (1:1 basis)
- ✓ Tailored maths, reading or writing interventions (group or 1:1 basis)
- ✓ Socially Speaking
- ✓ Time to Talk

For some learners, we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. These include:

- ✓ Speech & Language Therapist
- ✓ Educational Psychologist
- ✓ Autism Support Assistant
- ✓ School Health including the School Nurse
- ✓ Vision and Hearing impaired services
- ✓ Behaviour support
- ✓ Advisory learning support teacher
- ✓ Child & Adolescent Mental Health Support (CAHMS)

We make sure our staff are up to date with training to help and support all of our pupils. This includes:

- ✓ Phonics training
- ✓ Epilepsy training
- ✓ Epi-Pen training
- ✓ First Aid training
- ✓ Dyslexia Awareness
- ✓ Behaviour Management

We are also equipped with a toilet & basin for children with physical difficulties or who have intimate care requirements.

Support for learners:

Each learner identified as having SEN-D is entitled to support that is additional to or different from a normal curriculum. This type of support given 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 which describes the interventions and actions that we undertake to support learners with SEN-D across the year groups. We modify the provision map regularly and it changes every year, as our learners and their needs change. Various strategies are used to adapt access to the curriculum including visual timetables, I-pads, computers, ICT support, positive behaviour reward systems and focused social skills group.

Funding: (Information up to date up to October 2018):

When children's needs are viewed as exceptional and their need cannot be fully met within our own school budget, an application can be made to the Cluster for Top-Up Funding. These applications are made by the SENCO and Head teacher of our school to the Cluster Heads. If, in consultation with the Cluster SEN-D Lead (Sue Wild), the application is agreed, then the money is released to our school to use in our proposed way. This may be in the form of equipment, resources, training for staff, specialist advice and support, or some direct adult support for a pair or group of children with the same need, or support for an individual child. Parents will be informed if applications for funding are to be made and of the outcome of the application. Further funding may be necessary and subsequent applications can be made following a review of impact. A report on how effective the funding has been is always produced; this is called an Impact Statement. Your views and your child's views will be included too. For children coming into the Reception class, funding applications will be made for funding as described above for their first year at school.

How we find out if this is effective:

Our monitoring process is an integral part of teaching and leadership at our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. 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 the provision.

If a learner has an Education Health Care Plan (EHC plan) the same termly review consultations will take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that your child receives high quality provision. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

Equal Opportunities for all pupils:

All staff at Sandringham and West Newton recognise the importance of 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' to ensure equal opportunities.

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 her/his ability to carry out normal day-to-day activities." Section 1 (1) Disability Discrimination Act 1995.

Our whole school policies on equality and behaviour ensure that arrangements are made to support children with SEN-D and measures are in place to prevent bullying.

Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEN-D, can access the curriculum and extra-curricular activities. Please contact the school's SENCO for further advice and support for specific requirements.

Sandringham & West Newton Primary Academy's Special Educational Needs and Disability Information report

Identifying children with a Special Educational Need or Disability:

As a parent, you may have concerns about your child, or staff in school may have noticed some concerns. If either of these is the case, the sooner we talk the better.



If you are concerned come and see us – we can always find a convenient time to see you. If we are concerned, the class teacher will talk to you. It's amazing how many problems can be sorted out at this stage!



School may carry out observations and/or assessments to get a clearer picture of your child. We will talk to you again after this and decide together if we need to take any further action.



If we do need to take further action, we will write a plan for your child where they will be given specific targets to work on and possibly special resources and support. This plan will normally be in place for one term.



After about one term, we will meet with you for a review to see if the plan is working. If it is – no more worries! If not, we may put your child on the Special Educational Needs (SEN) Register. Your child will then have an Individual Education Plan (IEP) and we will set specific, achievable targets to make sure your child makes progress and can take part in all areas of school life.



Sometimes we need to ask for outside agencies to work with your child. This will be one of the specialist services mentioned earlier. You will always be asked before we involve anyone.



If, in exceptional circumstances, your child still does not make enough progress, we may have to ask the Local Authority for additional support for your child. We always try to help parents at every stage but you can also get advice and information from Norfolk Parent Partnership, Woodside Road, Norwich, NR7 9QL Tel: 01603 704070 or you can contact via e-mail: parent.partnership@norfolk.gov.uk

Identifying Needs at Phase Transition Points:

Prior to your child joining the Reception class, the Pre-school staff will discuss with the class teacher any information regarding SEN-D or other issues concerning your child. In addition to this, your child will visit the Reception class to get used to the new adults in their life and the new surroundings, prior to their start at school.

Children's progress is continually monitored in a discreet way. If any child has a particular issue or problem, we put a plan in place to give any extra support that may be needed. If these problems are not addressed via extra support, the teacher may talk to the SENCO to see if there is any additional support or any referrals necessary. There are termly meetings with parents after school to give you information about their child's progress and to answer any questions.

For transfer to secondary school, all children spend some time at their new school and children with SEN or a disability will be given extra days to discuss their particular needs and to meet support staff. Year 6 teachers meet with the staff from each secondary school to discuss any particular issues. Reviews will be carried out in the summer term and where necessary, pupils and parents will be able to discuss particular issues or concerns with the high school staff. Future plans for all SEN-D students' will be made with the advice and support of trained and informed staff at their secondary school or educational setting.

Assessing your child:

Your child will be monitored, observed and assessed to get a whole picture of them. The assessments used depend on the child's age and include:

- ✓ Foundation Stage Profile/Development Matters
- ✓ Letters and Sounds phonics check
- ✓ High and Medium frequency word checklists
- ✓ The British Picture Vocabulary Scale (BPVS)
- ✓ Single word Reading test
- ✓ Single word spelling test
- ✓ Sandwell Numeracy Assessment

Complaints procedure:

If in the unlikely event of you needing to make a formal complaint, our complaints policy is on the school's website.

Information on Norfolk's Local Offer can be found on the Norfolk website:

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

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County Hall,
Martineau Lane,
Norwich,

Norfolk, NR1 2DH Tel: **0344 800 8020** Email: information@norfolk.gov.uk