

# SEN Information Report/Policy for Brooke VC C of E Primary School

## 2017-18

### Introduction

Welcome to the Brooke VC CofE Primary School's SEN Information Report/Policy 2017-18. This document outlines what support is available to learners with SEN at our school.

### Our approach to teaching learners with SEN

- All learners are of equal value.
- We recognise and respect difference.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We aim to reduce and remove inequalities and barriers that already exist.

The School has an inclusive curriculum for all students. Inclusion is achieved through the setting of differentiated work and additional support for selected individuals or groups of students and by creating a climate in which all students feel safe, secure and cared for. (Other helpful documents: Single Equality Scheme, Accessibility Policy, Cluster SEN Policy and Behaviour Policy)

### How do we identify SEN?

The route to identifying a child's SEN normally follows the pattern below:

- Concern raised by parent/ carer or class teacher.
- Conversation between class teacher and parents/carers takes place and, if appropriate, assessments may be carried out by the school.
- A plan is developed by the class teacher with the child and their parents/carers.
- The plan is actioned.
- The actions are reviewed and the results are shared with the parent/carers, in writing. In addition to informal on-going dialogue with the class teacher/teaching assistant, there is an open invitation to discuss outcomes via a more formal meeting at every stage.
- This plan, do, assess, review cycle will be repeated as necessary.

DRAFT-V1 (Sept 17)

- As part of our graduated response, diagnostic assessment may at some point involve professionals external to the school, such as an Educational Psychologist, Specialist Support Teacher or Speech and Language Therapist. We may also suggest you make an appointment via your GP for a medical referral, for example to an Occupational Therapist.

## **Definitions of special educational needs (SEN)**

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.

A child under compulsory school age has special educational need if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0 - 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition. (*Special Educational Needs (SEN) Code of Practice: for 0 to 25 years Statutory guidance for organisations who work with and support children and young people with SEN, 2014*)

## **Who helps us?**

As a Cluster of Schools we have commissioned services from Norfolk County Council, which give us access to an Educational Psychologist and a Specialist Support Teacher. We can also access support from Speech and Language, the ASD team, Point 1 and Access Through Technology.

## **What are the SEN stages?**

Statement of Special Educational Need- A statement is a statutory document which has been produced following a statutory assessment and outlines the needs of a young person and sets out what provision is necessary to support that young person. From September 2014 statements can no longer be applied for and have been replaced by Education Health and Care Plans (EHCPs). Many statements have already been converted into Education, Health and Care Plans with this process being completed over the next year.

Education Health and Care Plans- These documents can be applied for from birth to 25 giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. Brooke VC CofE Primary School will work with Norfolk County Council during the implementation of and transition to the new system.

SEN Support is the stage for all other students with SEN and will replace the former categories of School Action (SA) and School Action Plus (SA+).

There are four categories for SEN, these are;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**PEOPLE WHO SUPPORT CHILDREN IN THIS SCHOOL:**

School based information	People	Summary of responsibilities
Who supports my child on a day to day basis?	Class Teacher	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that the wellbeing of all pupils in the class is nurtured and any concerns are discussed with parents/ carers and other members of staff as appropriate.</li> <li>• Implementing the 'Assess, Plan, Do, Review' process and ensuring that this is shared with parents.</li> <li>• Holding an overview of each student's progress.</li> </ul>
	Learning Support Assistants/Teaching Assistants	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Working with children on a 1:1 or group basis and liaising with the class teacher.</li> <li>• Delivering work set by the teacher.</li> </ul>

<p><b>Who are the best people to talk to in this school about my child's additional educational needs?</b></p> <p><b>How can I talk to them about my child if I need to?</b></p>	<p><b>Class Teacher</b></p>	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Planning the work which your child does on a daily basis at home and at school.</li> <li>• Regularly monitoring the progress that your child is making and involving him/her in the 'Assess, Plan, Do Review' process where appropriate.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>○ Involved in your child's learning</li> <li>○ Kept informed about the support your child is getting</li> <li>○ Involved in reviewing their progress</li> <li>○ Included in the process of planning ahead</li> </ul> </li> </ul> <p><u>Contact in person at the end of the day or through school office.</u></p>
	<p><b>SENCo – Mrs Christine Stronge</b> (National Award for SEN Coordination)</p>	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that individual children are assessed to identify specific learning needs or barriers to learning.</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what they need to enable them to learn and make progress</li> <li>• Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists.</li> <li>• Maintaining a dialogue between school and parents as necessary. We also welcome telephone calls and e-mails.</li> <li>• Ensuring that your child can be 'listened to' in order to promote a state of well-being and thereby facilitate learning, including through our Pupil Voice review sheets.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>○ involved in supporting your child's learning</li> <li>○ kept informed about the support your child is getting</li> <li>○ involved in reviewing their progress</li> <li>○ included in the process of planning ahead</li> </ul> </li> <li>• Leading and co-ordinating Annual Review meetings for children having a Statement of Educational Need/Education Health and Care Plan.</li> <li>• Liaising with all the other people who might contribute to and support your child's learning e.g. Educational Psychologist, Specialist Support Teacher.</li> <li>• Liaising with the family about educational provision when a child cannot attend school for extended or regular medical needs.</li> </ul>

		<b><u>Contact through school office</u></b>
	<b><u>Headteacher</u></b>	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• The overall strategic development of the school, including SEN, through the School Improvement and Development Plan.</li> <li>• The day to day leadership and management of all aspects of the school.</li> <li>• Ensuring that the Governing Body is kept up to date about any issues arising in the school.</li> <li>• Co-ordinating all support for all children, for example 'alternative provision'.</li> <li>• Ensuring staffing levels are appropriate in meeting the needs of your child.</li> <li>• Making sure that members of staff are provided with high quality training.</li> <li>• Gathering evidence of access arrangement requirements for public examinations, applying for access arrangements and communicating results of application to all concerned parties.</li> </ul> <p><b><u>Contact through school office</u></b></p>
	<b><u>Governing Body</u></b>	<p><b>Members are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEN Information Report/Policy.</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.</li> <li>• Making visits to understand and monitor the support given to children within the school and being part of the process to ensure your child achieves his/her potential.</li> </ul> <p><b><u>Contact through school office</u></b></p>

## HOW WILL MY CHILD BE SUPPORTED THROUGHOUT THE SCHOOL DAY? :

Children in school will receive support that is specific to their individual needs. We currently support children with a wide spectrum of needs, covering all four categories of SEN. This support is provided by the class teacher in partnership with:

- Learning Support/Teaching Assistants
- Staff who visit the school from the Local Authority central services e.g. Speech and Language Therapist.

	<b>Types of support provided</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
--	----------------------------------	---	--

<b>What are the different types of support available for children in this school?</b>	<ul style="list-style-type: none"> <li>• <b>Class teacher input via quality first teaching.</b></li> <li>• <b>Led by a teacher in collaboration with a learning support assistant.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class.</li> <li>• Your child will be in a mixed ability class.</li> <li>• The class teacher will plan lessons as appropriate and will set relevant targets to ensure that your child makes progress.</li> <li>• Lessons are taught in dyslexia friendly classrooms.</li> </ul>	<p>All children in school have access to those strategies that best meet their needs</p> <p>Some children in school receive the support of a Learning Support Assistant; this is dependent on their need.</p>
	<b>Site access</b>	<ul style="list-style-type: none"> <li>• Brooke VC CofE Primary School is fully accessible to all via ramps. It also has an easy access toilet and shower.</li> </ul>	Some pupils - based on need.
	<b>Specified support according to your child's need:</b>	<ul style="list-style-type: none"> <li>• Small groups or one-to-one teaching.</li> </ul>	Any child as appropriate
<b>How is the support funded?</b>	<p>The school receives a budget to support all pupils in the school. This is used for pupils on the SEN register at SEN Support or EHCP level. If a child has a high level of need (20 hours or more) an application can be made to our Cluster for additional 'top-up' funding, <b>although this process is currently under review.</b></p>		
<b>How will we support your child with identified special needs starting at Brooke Primary School?</b>	<ul style="list-style-type: none"> <li>• The EYFS teacher liaises with feeder pre-school and nursery settings during the summer term.</li> <li>• We will invite you to visit the school to have a look around and speak to staff.</li> <li>• Once your child's place has been confirmed by Norfolk County Council we will invite your child to attend the transition sessions in Robin class. If appropriate, we will arrange for your child to be supported by a Learning Support Assistant on these days. Photos can be taken and books made where this is agreed through discussion with parents/carers.</li> <li>• We may visit your child at their current provision, as appropriate.</li> <li>• The EYFS Teacher will make a home visit at the end of the summer term to allow you to give us the most up to date information on your child.</li> </ul>		
<b>How will we have a dialogue if there are concerns about your child?</b>	<p>Parents/carers</p> <ul style="list-style-type: none"> <li>• If you have concerns about your child you should phone or e-mail the school - you can contact your child's class teacher or the SENCo.</li> </ul>		

	<ul style="list-style-type: none"> <li>• If you are not happy that the concerns are being managed, and/or think that your child is not making progress, you should speak to the Headteacher.</li> <li>• You can contact us at any time and ask for a meeting.</li> <li>• If you are still not happy you can speak to the school SEN Governor.</li> <li>• If we have concerns we will talk to you on the phone, contact you via e-mail and/or ask you to come in to school to meet with us.</li> </ul>
<b>How is support allocated to classes?</b>	<ul style="list-style-type: none"> <li>• Additional in class support is decided once the individual needs of children in given class groups have been considered.</li> <li>• Class groups at Brooke VC CofE Primary School are typically between 24 and 30.</li> </ul>
<b>What support is offered in addition to curriculum support?</b>	<ul style="list-style-type: none"> <li>• During 2017/2018 we are able to offer the following additional support sessions for students on a needs basis;</li> <li>• Sound Discovery &amp; Precision teach (phonics), Talk Boost (KS1 and KS2), Memory Magic, Speed Up Handwriting, Learning Toolkits (dyslexia), Numeracy Booster sessions, Focused Literacy (reading/writing/spelling), Read, Remember and Retell, Lexia, SNIP spelling, Social stories (social skills), Rapid Maths.</li> <li>• To support inclusion of children with additional needs out of lesson time the school will, where appropriate, allocate a trusted adult to help guide and support the individuals' needs and be a 'point of contact' who will work with the pupils (eg a key MSA who a pupil knows they can talk to if there is a social issue.)</li> </ul>
<b>Will your child be supported on school trips?</b>	<ul style="list-style-type: none"> <li>• If your child is participating on a curriculum school trip we will make sure that there is adequate support to allow your child to attend; this may mean that a Teaching Assistant is present for the trip or that groupings are arranged to support your child.</li> <li>• If there is any doubt about the suitability of the trip, for example due to terrain, activity type or other external factor we will discuss our concerns with you to ensure that participation is appropriate for your child, and where possible make reasonable adjustments.</li> </ul>
<b>What extracurricular clubs are available for your child?</b>	<ul style="list-style-type: none"> <li>• At Brooke VC CofE Primary School we offer a wide range of clubs and activities which are open to all. Clubs offered recently have included; dance club and drama. Basketball is also available at Framingham Earl High School for pupils in Key Stage 2.</li> <li>• A wide range of musical instrument lessons are available throughout the week.</li> <li>• The Mobile Library visits our school on alternate Wednesdays at the end of the school day.</li> </ul>

<p><b>How will we measure the progress of your child in school and how will you know about this?</b></p>	<ul style="list-style-type: none"> <li>• All students are monitored throughout the year; teachers input assessment data every term. These results are analysed by the class teachers, subject leaders and head teacher and discussed at termly Pupil Progress Meetings. Should we have any concerns, we will contact you directly.</li> <li>• As well as having an open door policy and encouraging regular dialogue between home and school, there are two formal parents'/carers' consultations per year, where you can make an appointment to see the class teacher. The first one of these is near the start of the autumn term and is a chance to discuss how your child is settling in. This meeting also provides an opportunity for you to be involved in planning with the school/class teacher what your child's additional needs are and how they will be met using the Assess, Plan, Do, Review cycle. The second is in the spring term and is an opportunity to discuss your child's progress as well as planning for continued success.</li> <li>• In addition to this, all pupils receive a full written report giving more detailed information at the end of the summer term. Parents may make an appointment to discuss this report with the class teacher.</li> <li>• All children with a Statement or Education, Health and Care Plan have an Annual Review meeting to which parents are invited. Teachers will write a report about how your child has progressed over the last year and we will also write about progress made towards meeting the annual review objectives that were set at the previous review. At this meeting we work in partnership with parents and child to set targets for the coming year.</li> </ul>
<p><b>What support do we have for you as a parent of child at Brooke VC CofE Primary School?</b></p>	<ul style="list-style-type: none"> <li>• We regard it as essential to work in partnership with parents in order to achieve the best outcomes for their child.</li> <li>• We have a designated Parent Support Advisor who works across the Framingham Earl Cluster of schools (F7). The PSA's role is to support and signpost parents to relevant services. Please contact the school office for details.</li> <li>• We have a parent association called the PTFA, for parents, teachers and friends of the school.</li> <li>• As a cluster, we hold Parent/ Carer events specifically for parents of children with SEN. If you would like information about these, please contact the SENCo.</li> <li>• Our school website has a link to the Norfolk Local Offer for further information.</li> </ul>
<p><b>How will we support your child when they are making significant transitions?</b></p>	<ul style="list-style-type: none"> <li>• We recognise that transitions can be a challenge for our children and we take steps to ensure that every transition is as smooth and as positive an experience as possible.</li> <li>• We will make sure that all records about your child are passed on in advance of their arrival as appropriate.</li> <li>• We offer a range of transition programmes depending on the needs of the child.</li> <li>• For children in year 5 with a statement or EHCP, an Advisor from Norfolk County Council will attend the annual review in order to assist with the compilation of an appropriate transition plan, in partnership with the child and yourself.</li> <li>• For children in Year 6 with SEN, extra transition sessions are offered. There is also the opportunity for pupils to be supported via the Nurture Group – if you think your son/daughter would benefit from this, please contact the SENCo to discuss.</li> </ul>

This document will be reviewed in the summer term 2018 through our Cluster Parent/Carer SEN Forum. Details of meetings are advertised on the school noticeboard. Alternatively, you can contact the SENCo for further details.