

SEND INFORMATION REPORT FOR Alington & Bergh Apton C of E VA Primary School 2016-17

Welcome to our SEND Information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. All school governing bodies must have regard to SEND Code of Practice - www.gov.uk/government/publications/send-code-of-practice-0-to-25 - and as such have a legal duty to publish information on their website about the policy for SEND, updated annually.

At Alington & Bergh Apton Primary school we are committed to working together with all members of our school community. We monitor progress of all learners and staff continually assess each child's progress to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, with staff engaging in coaching and supervision.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have health issues or be worried about different things that distract them from learning. We are committed to ensuring that all learners have equal access to learning opportunities and, for those who are at risk of not learning, we will intervene. This does not mean all vulnerable learners have SEN. Only those with a learning difficulty that requires special education provision will be identified as having SEN.

Learners can require SEN support in a range of areas. The categories are as follows:

- SEN linked to Cognition and Learning
- SEN linked to Communication and Interaction
- SEN linked to Physical and Sensory difficulties
- SEN linked to Social, Mental and Emotional Health

This local offer has been produced with pupils, parents / carers, governors and members of staff.

PEOPLE WHO SUPPORT CHILDREN IN THE SCHOOL

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's needs?	Class teacher Teresa Osborne (SENCo) Estelle Godbold (Teaching assistant with responsibility for Nurture) Joy Shreeve (SEND Governor) One to One TA if appropriate Julie Risby (Cluster SENCo lead)	<ul style="list-style-type: none"> • Ensure that all children have access to a curriculum that is adapted to meet their individual needs. • Ensure that individual children are assessed to identify specific learning needs. • Carry out baseline assessments when children arrive in school and use this information to accurately identify areas of need. • Regularly assess your child's progress and adapt support as appropriate. • Ensure that all members of staff working with your child are aware of your child's individual needs and what they need to enable them to learn and make progress. • Ensure that all staff members working with your child are supported to deliver planned work for your child, so they can achieve best possible progress. This may involve input from external specialists. • Maintain a dialogue between school and parents. • Develop the school's provision to ensure that every child receives a consistent, high quality response to identified need. • Ensure that you are involved in supporting your child's learning; kept informed about the support that your child is getting; involved in reviewing their progress; included in the process of planning ahead. • Liaise with all the people who might contribute to and

<p>Who are the best people to talk to in this school about my child's needs?</p>	<p>Class teacher</p> <p>Teresa Osborne (SENCo)</p> <p>Estelle Godbold (Teaching assistant with responsibility for Nurture)</p> <p>Joy Shreeve (SEND Governor)</p> <p>One to One TA if appropriate</p> <p>Julie Risby (Cluster SENCo lead)</p>	<ul style="list-style-type: none"> • Ensure that all children have access to a curriculum that is adapted to meet their individual needs. • Ensure that individual children are assessed to identify specific learning needs. • Carry out baseline assessments when children arrive in school and use this information to accurately identify areas of need. • Regularly assess your child's progress and adapt support as appropriate. • Ensure that all members of staff working with your child are aware of your child's individual needs and what they need to enable them to learn and make progress. • Ensure that all staff members working with your child are supported to deliver planned work for your child, so they can achieve best possible progress. This may involve input from external specialists. • Maintain a dialogue between school and parents. • Develop the school's provision to ensure that every child receives a consistent, high quality response to identified need. • Ensure that you are involved in supporting your child's
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Definitions of SEN-D

"A child or young person has SEND 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 significant 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."

The Equality act of 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."

The 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 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.

How do we identify and assess SEN?

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal curriculum (differentiated), intended to overcome the barrier to their learning.

Staff have training on and adhere to 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"

Further clarification of SEND can be found in The SEND Code of Practice.

At Alington & Bergh Apton Primary School we have a provision map which enables us to identify the children who have additional needs. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the identified barrier to learning. It is important to us that each child has access to a broad and balanced curriculum. This support is reviewed at least termly at staff meetings and may be discussed at the Loddon Cluster SEND meetings so that we can learn from each other and

demonstrate what we offer. We are also able to offer consistent practice across the schools ensuring equality of opportunity.

What is the SEND need?	Assessment and type of support provided	What would this mean for your child?
<p>How we ensure a robust approach to assess each child's need – 'Assess, Plan, Do, Review'</p>	<p>All children in school have access to those strategies that best meet their needs.</p> <p>Class teachers, teaching assistants, MSAs, parents / carers and the child themselves will be the first to notice a difficulty with learning.</p> <p>Initial discussion between class teacher and parent (possibly with your child). SEND coordinator informed.</p> <p>An appropriate assessment based on observations made in class or a more formal assessment from our bank of published schemes, administered by either ourselves or by an appropriate external professional.</p>	<p>The class teacher and SENCo will use a variety of assessment tools to identify the barriers to learning.</p> <p>Your child will have an initial assessment followed by a personalised intervention provided for them which they will either complete as an individual activity or as part of a small group. There will then be a further assessment to establish progress.</p>
<p>Specific needs (some children have a combination of some or all of these elements)</p> <p>Communication and interaction</p> <p>Cognition and learning</p> <p>Social, mental and emotional health</p> <p>Sensory and / or</p>	<p>External agencies contacted e.g. school nurse, speech and language therapist. The Loddon Cluster currently employs a Speech & Language Therapist for one day per week Paediatrician</p> <p>External agencies contacted e.g. Educational Psychologist</p> <p>External agencies contacted e.g. school nurse, parent support advisor, counsellor</p> <p>External agencies contacted</p>	<p>In class support provided by the class teacher, and when appropriate the teaching assistant who will have the highest possible expectations for your child and all pupils in their class. They might undertake a programme as advised by a therapist with your child after consultation with parents.</p> <p>Possible assessment and therapy by an external professional. Strategies put in to place to support your child in school.</p> <p>As above.</p> <p>Nurture or counselling sessions offered after consultation with parents.</p> <p>Staff will put into place different ways of teaching so that your child is fully</p>

physical	<p>e.g. school nurse, parent support advisor, speech and language therapist, occupational therapist, access through technology, physiotherapist, disabilities advisor.</p> <p>Various strategies will be used to adapt access to the curriculum. This might include using;</p> <ul style="list-style-type: none"> • Visual timetables • Writing frames • Ipads/laptops • Peer buddy systems • Positive behaviour reward charts • Occupational therapy • Speech and language therapy 	<p>involved in learning in class. This will involve using communication support, adapted resources, specialist equipment</p> <p>Staff will ensure that the appropriate access arrangements are made. Appropriate timetabling to ensure that your child can work with these agencies.</p> <p>Staff will have appropriate training to ensure suitable activities are offered.</p>
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The majority of children with SEN or disabilities will have their needs met within local mainstream schools. Some children may require an Education, Health & Care (EHC) needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHC Plan. The purpose of an EHCP* is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (*this replaces a 'Statement of SEN')

Sometimes it may be appropriate for children to have dual placement with a local school in order to access specialist support, known as a Specialist Resource Base (SRB). This will be supported by our staff in liaison with the additional school.

Reviewing / Measuring Progress

How will this be done?	<p>At Alpington & Bergh Apton School we assess children at least termly. When a child starts he/she is given a baseline assessment. Once the base-line has been established, all subsequent progress is summarised towards the end of each term and we use the information we have gathered to set new targets via our pupil progress meetings. We will share this information with you at parent teacher meetings. Teachers may also create with your child an individual education profile and plan for him/her which they will share with you both.</p> <p>All parents are invited to termly parent's evenings and will receive a written report at the end of the academic year. If a child has an Education, Health and Care Plan you will also have an Annual Review meeting, to which parents and those professionals involved in your child's education are invited. The class teacher will write a report about how your child has progressed over the last year and will also write about progress made towards meeting the EHCP Outcomes that were set at the previous review. At this meeting we work in partnership with parents to set targets for the coming year.</p> <p>If requested, by either the class teacher or the parent, additional meetings will be arranged to discuss your child's progress. This benefits both parties to develop the understanding of your child's specific needs.</p>
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SUPPORT

<p>What support do we have for you as a parent?</p>	<p>We regard it as essential to work in partnership with parents in order to achieve the best outcomes for their child.</p> <ul style="list-style-type: none">• It is our policy to work closely with local agencies to ensure that parents and families have all of the support they need.• We have a designated Parent Support Adviser (Sally Hitchcock) whose role is to support and signpost parents to relevant services.• We have a nominated SEN Governor.• We have an active Friend's Association.
<p>Additional support for your child.</p>	<p>At Alington & Bergh Apton Primary School we offer Nurture/Pastoral care which may be offered in a variety of ways to suit individual needs. As part of our Healthy School status, we work on playground behaviours and how to recognise and support vulnerable pupils. All staff have Step On training and all children learn about how to counteract bullying in all its different forms. Our 'behaviour and anti-bullying policy' is reviewed annually; E-Safety, road safety and personal safety are regularly taught and discussed.</p> <p>Pupils will be supported to access extra-curricular activities if this is deemed necessary.</p>

TRANSITION

<p>How will we support your child when they are making significant transitions?</p>	<p>Information Sharing</p> <p><u>Transition Planning Meetings</u></p> <p>During the last term of each academic year, transition planning meetings will take place for all children changing class. For children with an additional need, meetings will begin earlier in the year. These meetings are to discuss your child's strengths, interests and any additional needs they may have. They will share ways that those additional needs are being met, including what has worked well and what has not been so successful.</p> <p>Where your child will be starting a new school, the SENCo and teacher(s) will meet with the SENCo and teacher(s) at their new school.</p> <p><u>Transfer of information</u></p> <p>The records to track your child's academic and social achievements, attainment and progress (including results from any assessments and reports from the health service or other professionals) together with information about any additional support that has been provided for your child will be shared.</p> <p>Where your child will be starting a new school, the SENCo and teacher(s) will meet with the SENCo and teacher(s) at their new school.</p> <p>Visits</p> <p><u>Starting school</u></p> <p>Before your child starts in the Reception class at school, staff may arrange to visit your child in their pre-school setting, at home or both. Home visits provide an opportunity for staff to meet your child in an environment where they are most comfortable and for you to ask any questions you may have about the transfer. Visits to the pre-school / Reception class settings allow your child's new teacher to see how he or she interacts with other children. Additionally your child is likely to be invited to attend some sessions. This will provide an opportunity to meet their new classmates and teachers, and to find out about things that are important to them. In addition, new parents are invited into school to see the setting in action as well as to talk to the staff in the Reception classroom.</p> <p><u>Changing year group</u></p>
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During the summer term, all children will meet their new teacher in their new classroom. It may be appropriate for extra visits to be arranged and/or for their new teachers to visit them in their current classroom.

Moving to a new school

Children changing schools at phase transfer within the cluster or to an adjacent high school are likely to be invited to make a series of visits to their new school to join in activities designed to help them become familiar with their new school and classroom and meet staff and other pupils that they will see regularly in school. Our experienced SENCOs work to ensure that children are shown and told about the things that are important to them. For example, where lunch boxes are kept, what the dining room looks like, where the toilets are and where to find their peg. Some schools offer events specifically for new children moving to their school for example a 'summer school' activities day.

Visits and activities are tailored to be enjoyable and reassuring for your child. The number of visits will be agreed as appropriate dependent on the needs and wishes of your child. Some children may need or wish for more visits than others. It may also be appropriate for your child's new teachers / TAs to visit them in their current school. This is important to ensure an effective transition.

Pupils of families who are supported through the Family Support Process will receive transition support in the term before transfer to secondary. Children with an EHCP can have transition provision written included at Y5/6 review. Our Parent Support Adviser may also be involved in ensuring smooth transition.

Information for you and your child

Your child may be given a selection of photographs to take home and share with you. These are likely to be of the adults your child will meet regularly and places around the school and in their classroom that your child will need to know about.

Your child may be given other information as appropriate. This may include a booklet or letter from pupils already attending your child's school, timetables, details of what they will be learning about, school rules etc. A plan of the school may be useful for some students moving to secondary school. It would be helpful to discuss this information with your child to prepare them for their new school life.

Where applicable you and your child will be consulted and provided with information about any specific physical alterations or arrangements needed for your child.

Transition information should also include support to access and understand new forms of transport or routes to and from school.

Support for Parents

We are keen to provide support for parents who may be anxious. If you would like additional information, meetings or support please speak with the SENCO or class teacher. An impartial support service is also available to parents of children with identified special educational needs or disability from the Parent Support Adviser as well as confidential information, support, advice and guidance from the Norfolk SEND Partnership.

All learners should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school coordinator (?) to discuss specific requirements. We also offer an Early Birds Breakfast Club.

AT ALPINGTON & BERGH APTON PRIMARY SCHOOL We regularly offer the following	IN THE LOCALITY (visit Norfolk County Council's Family Information Service directory for up to date listings)
Basketball Tag rugby Dance clubs Gym club Tennis Football Dodgeball PE Multi skills Hockey Cycling Proficiency Cookery Languages Art Club Choir Individual music tuition Nurture groups Craft Christian Youth group Early Birds Breakfast	Various activities at Framingham Earl Sports and Community Centre – Trampolining, Squash, Badminton Jazz/Street Dance/Contemporary/Ballet/tap Cricket Rugby AT and Army cadets Martial Arts Gymnastics All4Sunday services White Dolphins and other swimming clubs Whitlingham Broad – Water activities Trowse Ski club Rainbows, Brownies, Guides, Beavers, Cubs, Scouts Hockey Athletics

FUNDING FOR SEND

All schools receive a notional amount of funding from the Local Authority per pupil for SEN and Alington & Bergh Apton bids for further SEN funding from the Loddon Cluster.

ADDITIONAL INFORMATION

All schools in the Loddon Cluster have an agreed 'Loddon Cluster SEND Policy' as well as 'Loddon Cluster SEND Funding Application protocol'. The Cluster are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND in the Cluster please contact our SENCo or the Chair of the Loddon Cluster SENCos deputy@loddonjnr.norfolk.sch.uk

The Cluster has 'bought in' to the Educational Psychologist Service. It has purchased the Silver enhanced offer which provides us with support from a Specialist Teacher as well as an Educational Psychologist.

The Cluster currently has a speech and language therapist which is in addition to speech and language support through the Health authority.

The Loddon Cluster also pays for support from a parent support advisor(Sally Hitchcock available on 01502 677354)

Information for parents leaflet is available in hard copy and also on the school website.

When appropriate, and with agreement of parents/carers, we can inform County of the need for multi-agency support in the form of a Family Support Process (FSP).

Additional information on what services and support Norfolk County Council provides for children with special educational needs (SEN), information about support in schools and other types of education provision as well as

lots of links to support provided by other people such as the NHS, voluntary and community groups can be found on www.norfolk.gov.uk/SEND.

HAVE YOUR SAY

This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents / carers, learners, staff and governors. Please engage with us to 'assess, plan, do and review' and ensure the best possible learning outcomes for your child(ren).

USEFUL LINKS

www.norfolk.gov.uk/SEND

www.norfolksendpartnershipiass.org.uk

www.dfe.gov.uk