



## SEN Information Report for Freethorpe CP & Nursery 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 Additional and Special Educational Needs (SEN). The local offer is where parents can find out what is available in Norfolk to support their child.

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

All schools have a legal duty to publish an SEN policy and information on their websites about how they support pupils with SEN. This information published must be updated annually. The required information is set out in the draft SEN regulations which can be found on the school website.

#### **This is what our school has to offer:**

At Freethorpe Primary and Nursery School we believe the best learning takes place in a partnership where everyone aims to do their best. Therefore we are committed to working together with all members of our school community. This school offer has been produced through discussions with parents and carers, pupil ideas and opinions, governors as well as members of staff and the local community who provide support to the children and their families in our school.

Key members of staff and the school community with a key role for pupils with SEN are:

- Chair of Governors: Mrs Alison Earll
- SEN Governor: Mrs Alison Earll
- SENCo: - Mrs Rosie Maunder
- Parent Governors: Mrs Tessa Beales
- Headteacher: Mr Chris Aiken
- Deputy Head - Mrs Juliette Branch
- Deputy Head - Mrs Robbie Houghton

If you have specific questions about the Norfolk Local Offer they may be answered here (<https://www.norfolk.gov.uk/search?searchFor=Frequently%20asked%20questions>); alternatively if you think that your child may have SEN, please speak to their Classteacher, or Mrs Rosie Maunder (SENCo) on 01493 700215

## Our approach to teaching learners with SEN

At Freethorpe C Primary & Nursery school we all aim to do our best in all that we do. We believe in learning for all, participation for all; we want all adults and children to participate actively in learning and we celebrate the achievements of all members of our school community. We aim to create an inclusive learning environment and culture in the school, where all children of all abilities, diverse backgrounds, interests, experience, knowledge and skills are excited by learning and want to show off their learning and understanding.

We have created an inclusive learning environment by:

- valuing high quality teaching for all learners. All teachers and teaching staff strive to be outstanding teachers and lessons and all learning opportunities, including homework, are actively monitored to ensure that all pupils are able to achieve. For information about our teaching and learning approaches and policy, please ask to see curriculum map and teaching policy.
- creating Our school improvement plan which is about ensuring all learners make expected and better progress based on their own abilities.
- ensuring that Our school development plan includes pupils with identified SEN are supported by well trained teachers and support staff, and includes Professional Development opportunities for all staff.
- creating learning environments across the school, which are flexible enough to meet the needs of all members of our school community. We monitor progress of all learners. Staff continually assess pupil progress in core subject areas as well as aspects of social and emotional learning. Our whole school system for monitoring progress includes regular pupil progress meetings with classteachers which includes pupils with additional needs.
- Expecting all teaching staff to be aware of the individual learning needs of pupils in their care and ensure that all pupils make appropriate progress relative to what they have achieved in previous years and their own abilities.

## How we identify SEN

At different times in their school career, a child or young person may have a Special Educational Need (SEN). The Code of Practice (the legal framework) 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 young person has a learning difficulty or disability if they:***
- ***have a 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."***

Learners can fall behind in their learning in school for lots of reasons.

- They may have been absent from school
- Attended a lot of schools - although this is not a definition of SEN
- Not had a consistent opportunity to learn
- They may not speak English well (again this is not indicative of an additional need, but requires specialist early intervention and support)
- they may be worried about different things that distract them from learning

At Freethorpe Primary we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, the school has a responsibility to support, through a range of interventions and approaches. This does not mean that all vulnerable learners and those who are, at times, making more limited progress have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

If your child is identified as having SEN, we will provide provision that is additional to or different from the normal differentiated curriculum, with the intention to overcome the barrier to their learning.

### **Assessing SEN at Freethorpe CP School**

Class teachers, support staff, parents/carers and the child themselves will often all notice a difficulty in learning. When this is formally noted then assessment of need follows - these will involve the child and include discussions with parents/carers and also the teachers. The Special Needs Co-ordinator (SENCo) will also support with identifying possible reasons for difficulties with learning. We have a range of assessments available, many of which are used in the cluster schools. Assessments review core skills, knowledge and confidence in Literacy (including speech and communication, reading, writing, speed of processing, spelling skills) and Numeracy.

For some learners we may want to seek advice from the specialist teams in the Local Authority and beyond. Our school is part of the Acle Cluster, as a group of schools we purchase various specialist services. Some are provided by the Local Authority and are noted on the Norfolk County Council Local Offer website. We may also use Educational Psychology teams who are purchased as a group purchase by the Acle Cluster of schools.

### **What we do to support learners with SEN at Freethorpe Primary**

Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. The SENCo and Senior Leadership Team support teachers to enable this to happen by providing advice and training. There is regular monitoring and observations that identify where additional training needs may be required.

The Teacher Standards 2012 detail the expectations on all teachers, which include how vulnerable learners are supported and make progress. The Teacher Standards are available on:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

Our teachers will use various strategies to help children with SEN make effective progress in lessons, above and beyond altering the level of the learning to help all children achieve the learning objective examples of this include:

- visual cues
- Writing frames
- enlarged worksheets, printing onto coloured papers
- Tablets, laptops or other alternative recording devices
- Use of overlays
- Positive behaviour reward system

The type of support is dependent on the individual's needs. The support is described on our provision map. It does not detail the individual learner names, but describes the interventions and actions that we use at Freethorpe Primary to support learners with SEN. We modify the provision map regularly, and it changes year on year, as our learners and their needs change.

We share the provision map with our colleagues in the Acle Cluster, so we can learn from each other and show others what we offer. Our Cluster SENCO, Sarah Gentle, encourages and supports Acle schools with working together. The aim is to make sure your child gets the same opportunities whichever of the 8 schools they attend.

Our provision map is shared with relevant Governors, who check we are doing what we say and that it makes a difference to the progress of children with SEN.

Freethorpe Primary & Nursery School has paid for support from:

- Educational Psychology and Specialist Services team: including Sue Ackerly (Educational Psychologist); Learning Support Specialist Teachers who can offer support with dyslexia; Support staff with specialism in Autistic Spectrum Disorder
- Respectrum - an organisation for supporting children with a range of ASD barriers to learning, led by Su Sengupta
- Cluster SENCO - specialist SEN support, advice and guidance for SENCOs and Headteachers - Sarah Gentle, based at Acle Primary School
- We also employ 8 Full Time Equivalent Learning Support Assistants who work with teachers and the SENCO to plan and teach specialist personalised programmes for pupils with identified needs. (suggested programmes and support ideas are noted on the school SEN Provision Map)

<b>Name of school: Freethorpe</b>			
<b>SEN provision: what do you do that is “additional to or different from”</b>	<b>Nursery</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
<b>Cognition and learning including literacy, numeracy, memory</b>	Precision teaching – colours etc: supported learning/play use of OT plans etc	Precision teaching Sound discovery Y2+ Targeted phonic, early number support Small group maths interventions for specific gaps in learning.	Precision teaching Sound discovery Y2+ Targeted phonic, early number support Small group maths interventions for specific gaps in learning.
<b>Speech Language and Communication</b>	PECS, Elklan trained staff	PECS Talking partners Elklan trained staff	PECS, Talking partners Elklan trained staff
<b>Social, emotional and mental health</b>	Targeted support	Targeted support PATHS	Targeted support PATHS
<b>Sensory and physical</b>	Physical/sensory therapy	Targeted support as led by OT/Physiotherapy teams Targeted support from ATT teams Targeted support from Sensory Support Physiotherapy Physical changes to learning resources Sensory Circuits	Targeted support as led by OT/Physiotherapy teams Targeted support from ATT teams Targeted support from Sensory Support Physiotherapy Physical changes to learning resources Sensory Circuits

### **Funding for SEN**

Freethorpe Primary School receives funding directly from the Local Authority to support the needs of all learners in the school, and some funding linked to the needs of pupils with SEN. Where it is necessary to spend more than £6000 per year to support specific Special Educational Needs of a child in school, the school applies for top up funding directly from the Virtual School for Norfolk. This is a new arrangement for 2018 onwards and replaces the previous system of applying for top up funding from the cluster. In 2018 Freethorpe Primary School has received £10,000 in SEN top up funding.

Our Cluster Policy for SEN is attached - created by the SENCO, Sarah Gentle.

If you would like any further information about SEN in the Acle Cluster, please contact our Cluster SENCO: [sgentle5wr5@nsix.org](mailto:sgentle5wr5@nsix.org)

### **How do we find out if this support works?**

Checking children's progress is an integral part of our school. We follow the "assess, plan, do, review" model. It is important to us that parents/carers and children are involved in each step.

Before any additional support provision is selected to help a child, the SENCo, Teacher and Parent meet, discuss and agree the purpose of the intervention and also expected outcomes from the intervention.

We note the level that the child is learning at and compare this with level afterwards, to see what impact the extra support has made to their learning.

Children, Parents/Carers and their teaching and support staff will be directly involved in the reviewing process. This review can be built in to the intervention itself and forms part of formal discussions about a child's individual SEN on a termly basis. The Termly meeting is where we all discuss progress and next steps. If a child 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 checks that we are using effective interventions that work, by reviewing children's starting and end points. The data is shared with the Acle Cluster, so the SENCos in our 8 schools can identify high quality provision and support materials.

All data is regularly scrutinised by the Senior Leadership teams, governors, Local Authority and Ofsted.

### **Other Opportunities for Learning**

All learners should have the same opportunity to take part in extra-curricular activities. At Freethorpe Primary and Nursery School we offer a range of clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact Office staff to discuss specific requirements.

Telephone 01493 700215 or email [office@freethorpe.norfolk.sch.uk](mailto:office@freethorpe.norfolk.sch.uk), or drop into the office.

For information about the cluster events, please contact Mr John Grayson c/o Reedham School 01493 700271

All staff at Freethorpe Primary & Nursery School have regular training on SEN and impact of the Equalities Act 2010. This legislation places specific duties on schools, settings and providers, including the duty to not discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments".

### **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

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. More information about the Equality Act, the protected characteristics or duties on public bodies can be found here.

### **Preparing for the next step**

Moving on is a part of life for all learners. This can be transition to new classes in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Freethorpe Primary works in partnership with children, families and other providers to ensure positive transitions occur.

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

Freethorpe School is our community school. We welcome everyone to shape and develop provision for all of our learners, aiming at achievement for all. This SEN report sets out Freethorpe's offer to children with SEN which will be reviewed annually. We welcome involvement in the process for the next year's report.

### **Useful organisations:**

- [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)
- Parent Partnership
- [www.dfe.gov.uk](http://www.dfe.gov.uk)
- Autism Anglia
- Shine
- Acle Marshes Children's Centre
- CAMHS
- Point 1 (Ormiston)
- Riding for the Disabled
- Hamlet Centre
- Nelson's Journey
- Indigo Centre – dyslexia
- Young Carers support

Our SEN Profile for 2018/19 shows that we have 11.97 % of pupils identified as having SEN:

- 4 children have an EHCP – 2.08 %
- 9.89% pupils with Additional SEN 2018/19 Census (October 2018)