

SEND INFORMATION REPORT 2018-2019

At Tacolneston and Morley CEVA Primary School Federation we are committed to ensuring that all pupils have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

This does not mean that all vulnerable learners have special educational needs (SEN). Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

We aim to work closely with the school community and are interested in the views of parents and children to ensure we are meeting their needs.

We welcome your feedback.

Head Teacher – Mrs Laura Green head@tacolneston.norfolk.sch.uk or head@morley.norfolk.sch.uk

Telephone 01508 489336 / 01953 602397

Special Educational Needs– Mrs Laura Ketley senco@tacolneston.norfolk.sch.uk or senco@morley.norfolk.sch.uk

Co-ordinator (SENCo) Telephone 01508 489336 / 01953 602397

SEN Lead Governor – Mrs Jane Coath office@tacolneston.norfolk.sch.uk or office@morley.norfolk.sch.uk

<p>What kinds of needs are provided for at Tacolneston and Morley CE VA Primary School Federation?</p>	<p>We provide support for pupils across the four areas of SEN as laid out in SEN Code of Practice 2015</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
<p>How does the school identify learners with SEN?</p>	<p>A child is identified as having SEN if they need provision that is additional to or different from the normal curriculum in order to overcome the barrier to their learning. Initially children will be monitored by the teacher and highlighted at pupil progress meetings. Steps will be taken by the teacher to gather information about their rate of progress and they will receive appropriately differentiated work to help them progress, sometimes involving targeted programmes set by the teacher to address areas posing difficulty.</p> <p>During this period pupils needs will be monitored and assessed using information gathered from:</p> <ul style="list-style-type: none"> • Previous settings including feeder Nurseries or playgroups • Teachers observations and school tracking systems • In-house testing • Data analysis routinely carried out in school • Parents • Activities designed to support children in class which have not shown success • SENCo support <p>Click here to see our SEN Profile.</p>

<p>How do we provide for children with SEN?</p>	<p>The type of support we provide will depend on the individual learning needs and is intended to enable access to learning and to overcome the identified barrier to learning.</p> <p>In addition to this, SEN children may:</p> <ul style="list-style-type: none"> • have additional adult support in the classroom • be taught in small groups or individually • participate in targeted interventions and programmes • be provided with specialised equipment or resources • receive regular sessions on individual programmes advised by relevant professionals such as speech therapists • follow programmes taking smaller steps <p>At Tacolneston, we currently have 4 teaching assistants and 2 learning support assistants who deliver a variety of intervention programmes and support learners in class. At Morley, we have 6 teaching assistants and 5 learning support assistants.</p> <p>This support is shown our provision map which lists the interventions and actions that we use to support learners with SEN across the school.</p> <p>Click here to see our Provision Map.</p>
<p>How do we find out if this support is effective?</p>	<p>Monitoring progress is an integral part of teaching and leadership within our schools. Children, parents/carers, the SENCo and teaching and support staff will be directly involved in reviewing progress in the following ways:</p> <ul style="list-style-type: none"> • Each term progress of all the children is reviewed by the class teacher and entered onto our school tracking systems • The SENCo monitors provision for all SEN children by observations in class and of intervention activities, learning walks, work sampling and interviews with the children • Regular pupil progress meetings are held with the Senior Leadership • Team to discuss progress for all children and the interventions that are in place • Progress of SEN pupils is reviewed by the SEN governor and then reported annually in a full governors meeting • The progress of children receiving funding from the Cluster is reviewed at least annually • Views and feedback from parents is requested
<p>How do we assess and review progress?</p>	<p>We will meet with parents and children termly to assess progress and discuss new targets through the Graduated Response approach - Assess, plan, do, review. This might be part of a larger group of professionals meeting together to share information and expertise and contributing to next plans or just the teacher and the parents.</p> <p>The following activities take place during a meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before any additional provision is selected to help a child, the SENCo or teacher, parent/carer and learner agree what they expect to be different following this intervention. <input type="checkbox"/> A baseline will also be recorded, which can be used to compare the impact of the provision. <input type="checkbox"/> Targets will be set and actions agreed before a review date to meet again. <input type="checkbox"/> All information is collated on a form called an Individual Education Plan (IEP). <p>If a learner has an Education Health and Care Plan (EHCP), the same</p>

	<p>termly review conversations take place, as well as an annual formal review of the EHCP. Parents/carers are welcome to book appointments to discuss their child's progress with appropriate staff at any time.</p>
<p>How do we adapt the curriculum and environment for pupils with SEN?</p>	<p>All teachers are required to adapt the curriculum to ensure access to learning for all children in their class through Quality First Teaching. Our Teachers will use various strategies to adapt access to the curriculum. These are as follows;</p> <ul style="list-style-type: none"> • Visual timetables • Writing frames • Laptops, talking tins or other recording devices • Positive behaviour rewards system • Coloured paper or overlays • Seating arrangements within the classroom • Individual arrangements to support pupils in taking statutory tests • Adaptations to the physical environment
<p>What support is available for improving the social, emotional and mental health of pupils with SEN?</p>	<p>Children can only fulfil their potential if they feel safe and happy. We are two small and friendly schools who pride ourselves on the positive and caring relationships we build with our pupils. At our schools we use the PATHS curriculum (Promoting Alternative Thinking Strategies) which empowers children to develop the fundamental social and emotional learning skills which enables them to make positive choices through life. We work with our pupils and their families to produce a 'one page profile' so that we can understand each child as a person, learn about their interests, their likes and dislikes and the things that will help them to succeed in school. If it is felt that a pupil would benefit from further social and emotional support we offer the following;</p> <ul style="list-style-type: none"> • Adults in school who can act as mentors to children who need one • Adults in school who can be identified as Mental Health Champions • Opportunities to take part in small nurture groups or our Emotional Literacy Support programme known as ELSA • Referrals to Point 1 for an assessment of those children who might benefit from specific counselling support • Support from specific outside agencies such as the Children and Adolescent Mental Health services (CAMHS) <p>We have created a positive culture to prevent bullying and our children are very welcoming and accepting. Bullying is anti-social behaviour and can affect anyone; At our schools it is unacceptable and will not be tolerated. The anti-bullying policy can be accessed on our website.</p>
<p>What expertise does the school have access to?</p>	<p>We are supported by a variety of outside agencies and services including;</p> <ul style="list-style-type: none"> • Educational Psychologist and School Support Teacher • Speech and Language Team • Learning Support Advisors • Autistic Spectrum Disorder Team • Norfolk Short Stay School • Norfolk Steps • Norfolk Virtual School • Single Resource Bases • ADHD Support

	<ul style="list-style-type: none"> • A Counsellor • Children and Adolescent Mental Health • School Nursing Team • Sensory Support Team • Access Through Technology • Voluntary agencies and charities such as Nelson’s Journey • As part of the Wymondham cluster we have commissioned support from: <ul style="list-style-type: none"> Engage Educational Services (Behaviour Support Team) • Respectrum Advisory Services Limited • Art Therapist via the Unthank Centre • Early Years Help Hub • School2School Support e.g. STOP’s programme • Family Voice • Norfolk SEND Partnership • Pastoral Care Manager <p>We will happily work with private providers if parents have sought additional help from them. We benefit from skilled staff who are trained to deliver a variety of programmes and we will work with parents, pupils and professionals to ensure further training is undertaken if necessary to meet individual needs as they arise. An audit of staff expertise is carried out annually by the SENCo.</p> <p>In 2018 nominated members of staff completed training in the following areas;</p> <ul style="list-style-type: none"> • Emotional Literacy support (ELSA) • Elklan Speech and language • Attachment disorder • Numicon • Lego therapy – Building blocks of communication • Creating independent learners • Sensory Processing & Bereavement • Project X Code Reading Comprehension • Mental Health Champions • Norfolk Steps • SENDCo New to the Role induction • Leading the Family Support Process
<p>How is the funding for SEN allocated?</p>	<p>Our schools receive funding directly to the school from the Local Authority to support the needs of learners with SEN. All schools in the cluster have signed a governance agreement to show that we are all committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN.</p>
<p>How can parents be involved?</p>	<ul style="list-style-type: none"> • Transition meetings • Information meetings • Newsletters • Telephone • Emails • Parent support advisor • Parents evenings twice yearly • Informal chats at pick up

	<ul style="list-style-type: none"> • Home/school contact books • Liaising about homework • Parent forums • Termly meetings
<p>How will pupils be involved in the decision making?</p>	<p>The voice of the child is integral to progress and their views and opinions, along with the views of their parents are taken very seriously. Pupil views may take the format of the following activities;</p> <ul style="list-style-type: none"> • Annual Reviews for Education and Health Care Plans • Personal interviews as and when required with the SENCo and including parents if deemed necessary • Wishes and feelings recorded on a pro-forma for discussion • Individual Education Plan meetings half-termly with parents and staff • Questionnaires
<p>How will my child be included in activities outside the classroom?</p>	<p>At our schools all learners have the same opportunity to access extracurricular activities. The activities we currently have on offer are;</p> <ul style="list-style-type: none"> • Choir • Computer Club • Digital Leaders • Football • Multi-sports/Gymnastics • School Council • Eco-Council • Ethos Group • Athletics • Netball <p>All staff observe the requirements as set out in 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'.</p> <p>The Equality Act 2010 definition of disability is:</p> <p>“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.”</p> <p>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.</p>
<p>How are transitions managed at Tacolneston C of E Primary school?</p>	<p>Transition is a part of life for all learners. This can be transition into Nursery, a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Tacolneston and Morley Federation are committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEN.</p>

	<p>Moving classes will be discussed with you and your child in the summer term. The SENCo will arrange meetings with pre-schools, nurseries and secondary schools to make transition plans for children with SEN. Visits to pre-schools and nurseries are made by the class teacher(s) and during this time booklets are shared with the children to introduce their new school and staff. Sometimes home visits are arranged.</p> <p>Transition to secondary schools will be discussed in the summer term of Year 5, to ensure time for planning and preparation. For Year 6 pupils with SEN an enhanced transition can be arranged which allows additional visits to familiarise themselves with their new school environment and to ensure that pupils are prepared and confident to move on to the next stage of their education.</p>
What happens if I am unhappy or disagree with the school?	<p>We work closely with parents and children with SEN to ensure that all are happy with decisions and pupil progress. However where there is a disagreement, complaints should go to the SENCo in the first instance. If the matter is unresolved you should make an appointment to see the head teacher. If you are still unhappy you can ask for a copy of The complaints procedure which explains how to make a formal complaint.</p>
Other useful information	<p>As part of the Wymondham cluster group of schools, work alongside the Pastoral Care Manager facilitating a parent support group called Learning, Inclusive, Nurture, Knowledge and Support (LINKS). The group meets regularly to share ideas, experiences and information.</p> <p>If you have specific questions about the Norfolk Local Offer please visit www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/. Alternatively if you think your child may have SEN then please speak to their Class Teacher or contact the SENCo directly.</p>
Useful Links	<p>http://www.dfe.gov.uk http://www.gov.uk/government/publications/send-guide-for-parents-and-carers www.councilfordisabledchildren.org.uk http://www.councilfordisabledchildren.org.uk/resources/identifying-the-social-needs-of-disabledchildren-and-young-people http://www.familyvoice.org.uk http://www.sibs.org.uk http://www.CarersMatterNorfolk.org.uk http://www.norfolk.gov.uk/care-support-and-health/looking-after-someone/young-carers http://www.norfolk.gov.uk/mentalhealthresources</p>