

# **TERRINGTON ST CLEMENT COMMUNITY SCHOOL**

## **SEN INFORMATION REPORT**

**June 2018**

### **SEN for which provision is made at our school:**

If you have internet access, there is a wealth of information about the SEN local offer on our school website: [www.terringtonstclementschoo.co.uk](http://www.terringtonstclementschoo.co.uk)

### **Identification and assessment of pupils with SEN:**

We use a number of methods to identify if a pupil has additional needs:

- This may be following concerns raised by a member of staff, a parent or a child themselves.
- We also use a suite of assessments to identify where pupils may be finding difficulties. These include SNAP Assessments and LASS Assessments which are undertaken alongside classroom observations by the SENcO.
- In addition, the manual data tracking board is also used to identify pupils who for no obvious reason may be stalling in the progress they are making in school.
- We also buy into expert support from Norfolk Children's Services Educator Solutions, EPSS and SEMH which includes Educational, Clinical and Occupational Psychologists, Specialist Learning Support Teachers, Behaviour and Autism Consultants, and Educational Social Workers.

### **We evaluate the effectiveness of our provision for pupils with SEN in the following ways:**

- Measuring the amount of progress made by our pupils with SEN from the beginning of a programme of intervention and thereafter 6-weekly.
- Discussing how pupils and parents feel before and after a programme of intervention.
- Evaluating if the success is likely to be permanent or something which will not be ongoing without continued intervention.
- Studying patterns in records such as incident logs.
- We use Survey Monkey to find out what parents and pupils think of their SEND provision.
- We use Outcomes Start to find out if pupils feel adequately supported.

### **We assess and review the progress of pupils with SEN in the following ways:**

- Our SEN Team collects an overview of how well pupils with SEN make progress through interventions. This information is the amount of progress made from the beginning to the end of a 6-weekly programme.
- Our SEN Team uses GL Assessments to make sure all pupils with SEN are on track to make expected progress from their starting points and to identify pupils at risk of falling behind without additional support and intervention.
- In every lesson, teachers use a 'learning journey' to assess progress in the lesson. The learning journey is a planned sequence of learning which grows progressively more difficult. It is intended for pupils to move up the learning journey during a lesson or over a couple of lessons.
- All teachers report their pupils' progress to the headteacher at termly pupil progress meetings.
- Governors receive termly reports on the progress of groups of pupils including pupils with SEN and our lead governor for SEN attends review meetings in school to ensure the needs of pupils with SEN are being met and appropriate funds are allocated to do this.
- In consultation with parents we assess pupils' needs if we feel they are struggling with any aspect of school life or if they begin to fall more than a year behind their peers.
- We hold 6-weekly reviews with parents following identification of need through SNAP Assessments or LASS Assessments. Assess, Plan, Do, Review (APDR) documents are drawn up to show the strategies which have been put in place to meet a child's needs. At these meetings, staff and

parents agree if strategies have been successful or not and if they should continue or not. Where appropriate and with agreement with parents, pupils can be invited to take part in these meetings.

### **Our school's approach to teaching pupils with SEN:**

- All pupils with SEN are taught alongside mainstream pupils where this is appropriate. Where different provision is needed, we support our pupils with complex needs in a bespoke provision with support from our local complex needs school, Churchill Park School.
- In classes where there are higher numbers of pupils with SEN, we make sure the class size is smaller and there are more adults.
- We expect pupils with SEN to make progress and learn skills to become good citizens.
- We teach our pupils with SEN the same learning objectives as their mainstream classmates but the work is differentiated to meet their needs through the learning journey explained above.
- We insist on clear boundaries for all pupils regardless of whether they have identified SEN or not.

### **Our school adapts the curriculum and learning environment for pupils with SEN in the following ways:**

- We teach our pupils with SEN the same learning objectives as their mainstream classmates but the work is differentiated to meet their needs through the learning journey explained above.
- We have disabled access facilities for wheelchair users.
- We ensure pupils using wheelchairs work in classrooms where there are no steps.
- Pupils with visual stress are provided with coloured overlays or coloured pages in their exercise books and all powerpoints are created on cream backgrounds.
- Pupils with complex needs access our bespoke provision supported with outreach and inreach from Churchill Park.

### **Examples of SEN needs met at our school:**

- pupils with moderate learning difficulties
- speech and language communication
- dyspraxia
- dyslexia
- ADHD
- Aspergers
- ASD
- Global development delay

### **Speech and Language Communication SRB:**

The following is a summary of the SRB provision:

#### **Key aims of the service:**

- To provide children in Reception, Year 1 and Year 2 who have speech, language and communication needs who are otherwise developing within the average range with intensive speech therapy integrated into the curriculum
- To contribute to the Local Offer for learners with Speech Language and Communication needs in Norfolk through provision of specialist support within a mainstream environment
- To provide high quality, short-term inclusive education for learners with diagnosed Specific Speech and Language Impairment (SSLI) across the age-range appropriate to the school
- To develop an outreach service to schools who need advice and support in differentiating the curriculum and modifying the learning environment to better meet needs of learners with SLCN

### **What service is provided?**

- A small class of ten children across the four to seven age range
- Placements are offered for up to four terms
- The child remains on the roll of their home school and usually spends one day a week there during the placement. This differs according to the needs of the child.
- Inclusion activities in the mainstream school of the Base. This will vary in each of the five Bases
- Staff from the Base visit the home school to offer advice and support
- Staff from the Base meet with the staff from the home school to discuss and share targets, progress and transition
- Home school staff are expected to visit the Base for in-reach support
- Access to dedicated Specialist support from a Specialist Partner and Speech and Language Therapists
- A shared contact book / home-school diary is kept to communicate with families
- Parents are invited regularly to the Base to discuss progress and for school events
- Other opportunities are provided for parents to be involved. This can vary across the Bases.
- A countywide outreach service to schools on a traded basis

### **What is the SRB pupil profile?**

- Proven ability to benefit from intensive, daily speech and language therapy
- Verbal comprehension within age-appropriate range; NB if outside age-appropriate range, there must be potential for the child to make accelerated progress in comprehension due to intensive speech and language therapy, such that she / he will achieve comprehension within age-appropriate limits.
- The child's difficulties are primarily speech / language based, rather than secondary to general learning delay, emotional or behaviour difficulty
- The impairment cannot be attributed to generalised learning difficulties and it does not resolve spontaneously

Children with speech and language communication needs will be referred for a place in the Specialist Resource Base in our school if they are identified by their speech therapist as having communication difficulties as a primary need. Further information relating to the Specialist Resource Base can be found by following the link: [www.norfolk.gov.uk/srbs](http://www.norfolk.gov.uk/srbs).

### **The role of the governors in monitoring SEND provision:**

A link governor is nominated to oversee directly the SEND provision in school. The governor for SEND attends meetings with the SST team and is then in a good position to advise governor committees on the use of SEND funding and its effectiveness. The link governors for SEND is also the link governor for the SRB. This is to ensure the funding from Norfolk Children's Services provides good value for money and good outcomes for the pupils.

In each termly report, the headteacher and lead governor for SEND submits a report detailing SEND provision in school. Once a year, the SEND team member and Children Looked After Co-ordinator, present to the governing body so governors can ask questions.

### **Additional support for learning available to pupils with SEN:**

- Initially we carry out detailed assessments using SNAP or LASS Assessments. These assessments provide feedback on areas of strength and areas showing concern. Strategies are provided for home and school so we work closely with parents to put these in place before any further outside intervention is sought.
- If our own strategies do not show sufficient impact on progress, we take advice from outside agencies where additional support is required. This may include the following:
  - Access Through Technology
  - Churchill Park
  - Educational Psychologist, we allocate time on a needs basis.
  - SEMH support
  - Emotional support from our part time play therapist.

### **The emotional and social development of pupils with SEN are supported in the following ways:**

- We use the SEAL (Social and Emotional Aspects of Learning) Curriculum which runs through all learning and social times in school.
- We use a buddy system where pupils are linked to other pupils to provide friendship support.
- We employ a part time Play Therapist to support pupils with emotional difficulties.
- We have a Massage in Schools trained member of staff who supports all classes to provide peer on peer massage.

### **Contact details of the SEN lead co-ordinators:**

Miss E C Hackett, Headteacher/SEND Co-ordinator: 01553 828348  
Mrs K Boulding: Classteacher/SEND team: 01553 828348  
Mrs V Sewell: Teaching Assistant SEND team: 01553 828348  
Mrs C Smith: Admin Assistant SEND team: 01553 828348

### **Expertise and training of staff:**

Mrs H Gascoyne ~ Diploma PGCert Language and communication Impairment in Children  
Mrs T Smith ~ Eiklan  
Miss L Heaton ~ Eiklan  
Mrs K Boulding ~ Eiklan, OCR Level 5 Diploma in Teaching Learners with Dyslexia/Specific Learning Difficulties.  
Mrs C Duncan ~ Massage in Schools  
Mrs V Sewell ~ ADHD awareness level 3, supporting learners with ADHD level 3, Child Psychology level 4 , Autism Awareness and Classroom Behaviour.

### **Equipment and facilities to support children and young people with SEN will be secured in the following way:**

- When a pupil's needs and the ways in which these can be met have been identified, the SEN team advises the headteacher of appropriate equipment and facilities. If the school budget can meet the cost of these, they will be purchased from the most cost effective provider. If the school cannot meet the expense of the equipment or facilities, the headteacher will make a request to Norfolk Children's Services for exceptional funding.

### **Arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child:**

- Parents are invited at least termly to meet with the appropriate member of the SEN team to plan and review the provision.

- On a more informal level, parents are encouraged to discuss their child's progress with their classteacher.

**Norfolk Children's Services Local Offer** can be found by following this link. There is also a link to the County Local Offer on our school website SEND pages: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

**Arrangements for consulting young people with SEN about, and involving them in, their education:**

This is done through:

- Outcomes Star 'wishes and feelings' work undertaken by our SEND team members.
- Pupil questionnaires

**Complaints procedure for parents of pupils with SEN concerning the provision made at the school:**

If you are unhappy with the support your child is getting, you should discuss your concerns with the class teacher first (or key person if in early years). Teachers and parents working together can often provide solutions to any concerns you may have.

If you are still unhappy, you should contact the school office to make an appointment with Miss E C Hackett about the way the school is meeting your child's needs.

If you have followed all the steps above and still feel the school is not meeting your child's needs, you can write to the Chair of Governors via the school office. This letter will be given to the Chair of Governors and you will receive an acknowledgment within 24 hours.

You can also talk to Norfolk Parent Partnership who can provide information and support for parents/carers of children with special educational needs.

If your child has a statement or Educational Health Care Plan, you can also contact your Special Educational Needs Caseworker.

If after this you are still not happy with the support your child is receiving and you have talked through your child's needs with Norfolk Parent Partnership and you are still not satisfied; you could consider how mediation could help by following the advice on the following web page:

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_\(SEN\)/Support\\_for\\_families/NCC103416](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/Support_for_families/NCC103416)

Previous version Oct 2017

Reviewed June 2018

Due to be reviewed June 2019