

# SEN Information Report



The Trinity Partnership

## Trinity Partnership Schools:

- **Duchy of Lancaster Primary**
- **The Norman Primary**
- **Weeting Primary**

**Approved by:** Anna Fisher/Jon Steeden

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**Next review due by:** 01/09/2022

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## 1. SEN information report

### 1.1 The kinds of SEN that are provided for

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example: autistic spectrum disorders, speech and language difficulties
- Cognition and learning, for example: dyslexia, dyscalculia, global development delay, moderate learning difficulties
- Social, emotional and mental health difficulties, for example: attention deficit hyperactivity disorder (ADHD), attachment disorders
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, dyspraxia, physical disabilities

### 1.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Additional support is tracked via class provision maps and the impact of the chosen approach will be monitored by the class teacher. The impact of this support will be discussed with parents and children before deciding whether or not to add the child to the SEN register.

### 1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parental concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

For all children accessing SEN support we will seek their views on what types of support they feel they would benefit from and include both child and parental voice on assess, plan, do, review documents.

All teachers can refer children for SEN support after discussions with parents.

#### **1.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **1.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

At the end of year 6 pupils will have transition visits to their Secondary School. Pupils with a SEN need are offered additional visits to our feeder schools and class teachers meet with parents to discuss any additional transition arrangements needed.

All pupils have induction days in their new classes at the end of the summer term to prepare them for movement between classes and phases. Teachers communicate with each other to ensure that provision for children with SEN need is consistent between classes.

#### **1.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Teachers first step to support children with SEN is to provide reasonable adjustments

We will also provide the following interventions:

- Lego learning - social skills & fine motor skills
- Thrive – social, emotional, mental health support
- Dyslexia Gold – a computer programme for children with literacy difficulties
- Wellcomm – speech and language support

- Precision teaching – a tool for providing regular practice to aid the retention of skills and facts after initial teaching.
- Rapid Reading – a one to one reading programme covering comprehension skills as well as decoding skills
- Personalised intervention based around the child's individual needs.

## 1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, scaffolding etc.
- Adapting our resources and staffing, for example larger pencils, grips.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Areas within the school for the promotion of mental health – calm down areas, sensory tents, pastoral learning spaces
- Space for pupils to eat lunch and play who struggle to be in noisy or busy environments.

## 1.8 Additional support for learning

We have several teaching assistants who are trained to deliver specific interventions.

Teaching assistants will support pupils on a 1:1 basis when there is a clear need that the pupil would not be able to access the differentiated curriculum without that support. We value the development of independence skills and where possible promote learning through group support.

Teaching assistants will support pupils in small groups when there is barrier to learning that requires additional support whether that is in an academic area or a social or emotional area.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language therapists
- School 2 School support
- Dyslexia outreach
- Alpha Inclusion – ASD/Attachment support
- Educational Physiologists
- Sensory support team
- ASD support team
- Norfolk Inclusion line

## 1.9 Expertise and training of staff

Our SENCO has experience in this role and has worked as both a class teacher in mainstream schools and as a specialist teacher for SEN. She holds the National Award for SEND Co-ordination, Norfolk Step on tutor qualification and is qualified as a Youth & Adult Mental Health First Aider by MHFA England.

They are allocated one day a week at each of our partnership schools to manage SEN provision as well as the wider range of inclusion needs.

We have a team of teaching assistants, including one thrive practitioner at each school who are trained to deliver SEN provision. We also have a member of staff at each school who has completed training as a Youth Mental Health First Aider with MHFA England.

In the last academic year, staff have been trained in ASD needs, Dyslexia writing skills, and Norfolk Step on. All our Thrive practitioners undertake yearly update training.

## 1.10 Securing equipment and facilities

If a pupil needs specialist equipment in order to access the full curriculum we ensure that this is in place contacting the relevant organization.

For pupils with visual and hearing needs we acquire equipment such as radio aids via the Norfolk Virtual School for sensory support.

For pupils with sensory processing needs we buy in equipment such as sensory tents, ear defenders, fidget toys and fabrics after undertaking a sensory assessment.

For pupils who have a health care referral and/or recommendation we can secure ICT equipment such as laptops with voice recognition programmes from Access to Technology.

### **1.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 and 12 weeks
- Completing baseline assessments and exit assessments after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including the Breakfast club at The Norman school and all of our after-school clubs.

All pupils are encouraged to go on trips including our residential trip and support to enable every pupil to get the most out of these will be put in place.

All pupils are encouraged to take part in sports day, swimming sessions and school plays.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **1.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- At all of our schools we run Thrive sessions that promote emotional well-being and self-regulation. Children also work on their confidence and self-esteem either one to one or within a group.
- At all of our schools we have at least one member of staff who is trained as a Mental Health First Aider who is able to suggest ideas and sign post to appropriate services.

We have a zero-tolerance approach to bullying.

### **1.14 Working with other agencies**

The school works in partnership with any agencies involved with the child and the family as a whole. Social care involvement via the Early Help Hub and family support plans are developed and supported by staff where there is a need.

When required we will work with healthcare professionals or voluntary organisations to support the wider needs of the child and family.

### **1.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance who will bring it to the attention of the SENCO and/or Head Teacher if appropriate. Many issues can be sorted out

quickly with either the class teacher and/or SENCO. If the complaint is unresolved then they will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our schools have discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 1.16 Contact details of support services for parents of pupils with SEN

<https://www.norfolksendpartnershiass.org.uk/>

[www.dfe.gov.uk](http://www.dfe.gov.uk)

<https://www.autism-anglia.org.uk/>

<https://www.justonenorfolk.nhs.uk/>

[www.sendirect.org.uk](http://www.sendirect.org.uk)

<https://www.norfolksennetwork.org/>

### 1.17 Contact details for raising concerns

If you are unable to reach an agreement with your child's school about their SEN support, you can:

- Contact **Norfolk SEND Partnership**. They provide a free, impartial and confidential information, advice and support service on SEN and disabilities. They also advise on health and social care, where it is linked to education
- Try disagreement resolution. In Norfolk, disagreement resolution is delivered by **KIDS SEN Mediation Service** which is an independent organisation funded by Norfolk. It is free to parents, young people and education providers

### 1.18 The local authority local offer

Our local authority's local offer is published here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

## 2. Monitoring arrangements

This Information Report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

## 3. Links with other policies and documents

This Report links to our policies on:

- SEN
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

## **4. Covid-19**

### **4.1 During times of school closures**

Class teachers are expected to differentiate the online work provided to meet the varying SEN needs in their class.

Any intervention which is possible to do at home with parental support should be sent for pupils receiving that intervention.

The SENCO is available via phone and email to provide additional support and advice to parents.

Pupils with an EHCP will have a risk assessment completed by the team of staff working with them. This will determine whether or not it is in the pupil's best interests to continue attending school or not during a period of lockdown.

If a pupil with an EHCP is not attending school then temporary amendments will be made to their plan based on what can be reasonably provided remotely. This will also form part of the risk assessment previously mentioned.

### **4.2 During times when schools are open but with safety measures in place**

Covid-19 School Risk assessments are on each school's website and detail what measurements are in place at each school.

Pupils who need specific equipment, e.g. Laptop, fidget toy, visual timetable etc will be provided with them by school to minimise items being brought into school from home. These items will just be used by them and cleaned at the end of the day.

Pupils who use a chewy will need to clean their chewy themselves and place in a container provided by the class teacher.

Pupils will have interventions in a well-ventilated room with other pupils from their class bubble to ensure bubbles do not mix.

Interventions that use shared equipment e.g. Lego learning groups will only run with groups of children within bubbles and equipment will be cleaned between uses.