

SEND INFORMATION REPORT FOR Earsham C E VA Primary School 2017-18

Earsham C.E.V.A Local Offer

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 have a legal duty to publish information on their website about the policy for SEND and must be updated annually.

At Earsham Primary School we are committed to working together with all members of our school community. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. We are committed to ensuring that all learners 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 SEN. Only those with a learning difficulty that requires special educational 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
- 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 Mrs S Armstrong (SENCO) Mrs M Mitson Nurture /Pastoral Practitioner Mrs J Lascelles (SEND Governor) TA support if appropriate (parents will made aware of who supports their child) Mrs S Armstrong (Headteacher)	<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

		<p>learning; kept informed about the support that your child is getting; involved in reviewing their progress; included in the process of planning ahead.</p> <ul style="list-style-type: none"> • Liaise with all the people who might contribute to and • support your child's learning e.g. Educational Psychologist, Parent Support Adviser • Lead and co-ordinate reviews • Ensure staffing levels are appropriate in meeting your child's needs. • Provide appropriate staff training. • Overall strategic development of the school. • Day to day leadership and management of all aspects of the school • Ensure that the Governing Body is kept up to date about any issues arising in the school.
	Governing Body	<ul style="list-style-type: none"> • Make sure that the school has an up to date SEND offer. • Ensure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the children in the school . • Make visits to understand and monitor the support given to the children within the school and be part of the process to ensure that your child achieves to their potential.

HOW DO WE IDENTIFY AND ASSESS SEND?

“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:

- Have a significant 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.”

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 his ability to carry out normal day-to-day activities.”

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.

Staff have training on 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’.

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. Further clarification of SEND can be found in The Code of Practice.

Staff have training on 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’.

At Earsham 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. This is reviewed at least termly at staff meetings and may be discussed at the Loddon Cluster 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?
General information	<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 potential 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 Communication and interaction</p> <p>Cognition and learning</p> <p>Social, mental and emotional health</p> <p>Sensory and / or physical</p>	<p>External agencies contacted e.g. school nurse, speech and language therapist. 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 e.g. school nurse, parent support advisor, speech and language therapist, occupational therapist, access through technology, physiotherapist, disabilities advisor. Various strategies will be used to adapt access to the curriculum.</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. 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 involved in learning in class. This will involve using communication support, adapted resources, specialist equipment Staff will ensure that the appropriate access arrangements are made. Appropriate timetabling to ensure that your child can work with these agencies.</p>

TRANSITION

How will we support your child when they are making significant transitions?

Information Sharing

Transition Planning Meetings

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.

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.

Transfer of information

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.

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.

Visits

Starting school

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.

Changing year group

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. Our Parent Support Adviser may also be involved in ensuring smooth transition.

	<p>Information for you and your child</p> <p>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.</p> <p>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.</p> <p>Where applicable you and your child will be consulted and provided with information about any specific physical alterations or arrangements needed for your child.</p> <p>Support for Parents</p> <p>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 via Parent Partnership</p>
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OTHER OPPORTUNITIES FOR LEARNING

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.

AT EARSHAM PRIMARY SCHOOL We regularly offer the following	IN THE LOCALITY
Football PE Multi skills Tag Rugby Dance Clubs Film Clubs Archery Fusion Theatre club Tennis Cycling Proficiency Cookery Japanese Club Library Gardening Club Art Club Music Club Guitar Nurture groups Craft Church Holiday Club Gymnastics Basket ball	Rainbows, Brownies, Guides, Beavers, Cubs, Scouts Swimming Martial Arts Clubs Fisher Theatre Tennis Football Rugby Dance Cycling

FUNDING FOR SEND

Earsham bids for additional 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 alternatively you can contact Mrs Risby the SEND cluster lead 01508 520392

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.

Currently the cluster also has a speech and language therapist which is in addition to speech and language support available through the local 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 a hard copy and also on the school website.

When appropriate 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 the 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 here.

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'.

USEFUL LINKS

www.norfolk.gov.uk/SEND

www.parentpartnership.org.uk

www.dfe.gov.uk

Geographically we also have children that access SEND through Suffolk this link will take you to their local offer and information

<https://www.access-unlimited.co.uk/education/special-education-needs/>

