

SEND Information Report and Policy

(which is part of The Norfolk Local Offer for Learners with Special Educational Needs 2015-16)

Links to the Norfolk Local Offer (website details can be found under our statutory information tab)

Introduction

At our school we are committed to working together to meet the needs of pupils with Special Educational Needs, regardless of their specific needs, make the best possible progress in school. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) Chapter 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 025 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 & 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been written by the SENCO with the SEN Governor in liaison with the senior leadership team, all staff and in consultation with parents of pupils with SEND.

Name of SENCO responsible for managing setting for children & young people with SEN:
Mrs Rachael Waterson

National Award for SEN (NASENCo award) (Clause 64, C & F Bill, 2014) completed 2016-2017.

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Advocate for SEN on the SLT: Mrs Rachael Waterson (SEND CoP, Role of the SENCO in Schools, 6.89)

Our Approach to Teaching Learners with SEN

At Holy Cross Federation Schools we believe in participation for all.

We want all adults and children to participate in learning and we celebrate all members of our community.

We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. Our school improvement plan is about developing learning for all and providing appropriate continued professional development (CPD) opportunities for all staff.

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 that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings which happen at least half-termly and the use of 'Pupil Asset' (an ICT program) which is available to staff and governors.

Every teacher is a teacher of every child or young person, including those with SEN.

Objectives

- 1. To identify and provide for pupils who have special educational needs and additional needs*
- 2. To work within the guidance provided in the SEND Code of Practice, 2014*
- 3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs*
- 4. To provide support and advice for all staff working with special educational needs pupils.*

Identifying Special Educational Needs

The Code of Practice 2014 suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Every teacher in our school is required to adapt the curriculum to ensure access to learning for all children in their class. The 'Teacher Standards 2012' detail the expectations on all teachers, and we at the Holy Cross Federation of Schools are proud of our teachers and their development. Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frame
- I-pads, laptops, or other alternative recording devices
- Positive behaviour rewards systems

We also employ Teaching Assistants who deliver the interventions as stated in the school provision map which is co-ordinated by our SENCo.

There are four broad areas of need and these categories are detailed in the SEND Code of Practice 2014 as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to decide what action the school needs to take in order for the needs of the pupil to be met.

At the Holy Cross Federation of Schools we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The following may impact on progress and attainment but are not SEN:

- Disability (the CoP outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Identifying behaviour as a need is no longer an acceptable way of describing SEN, therefore any concerns relating to behaviour should be described as an underlying response to a need which the school will be able to recognise and identify clearly.

A graduated approach to SEN support

The Code of Practice calls for use of a graduated approach to SEN (assess, plan, do, review), this means that we will work together to identify children with SEN, then will assess their need(s), plan what we will do to support the learner, implement the plan and then review the progress the learner has made.

In recording pupils' needs on a SEN record or register; our criterion for 'entering' a pupil includes:

- First quality teaching has been in place and a learner has not made expected progress.
- This dip in progress has been recorded on Pupil progress sheets and the learner has had targeted teaching (or differentiation appropriate to the child).
- The learner has continued to make less than expected progress; this will then be raised with the SENCo and SEN support considered.
- The learner will be placed on our provision map and the graduated response will be put into action.
- Each learner identified as having an SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum.

Provision for those learners with SEN

At the Holy Cross Federation of Schools, we collect data across the school on a half termly basis and use this data to inform our pupil progress meetings. This data and these meetings feed into our identification of those learners with SEN. The pupils on the SEN provision map are reviewed half termly and added or removed in accordance with our policy when necessary.

We use a selection of tests to monitor all learners on a termly basis, from SWST (single word spelling test), Salford reading (with comprehension tasks) and Phonics testing. These tests inform our teacher assessments and help us to track our children against national expectations.

When needed, for more specialised assessments, we draw on the support of Short Stay School for Norfolk, Educational Psychologists, DMA (dyslexia screening) and Dyslexia Support team.

At Holy Cross Federation Schools, we share the provision map with our colleagues in the Downham Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

All children on the SEN provision map will have a pupil profile with information that will enable staff in our school and other professionals to understand what is important to the child and how best to support them.

There may be some children who need additional provision to which is being provided in school and they may require an Education Health and Care Plan (EHCP) assessment. The local authority will carry this assessment and the EHC plan will set out provision to meet the needs of the child; not all assessments will automatically result in an EHC plan. The school or the parents can request an EHC assessment.

Managing pupils' needs on the SEN register

As the new Code of Practice states that all children on the SEN register are now SEN support (or have an EHCP) these children will have varying needs and will need to be monitored closely to ensure that our provision map for SEN is up to date.

The children on the SEN register will be assessed on a half termly basis to review their progress in line with that of their peers. We will use the graduated response to support these children in making progress. The graduated response will take the form of an assess, plan, do, review cycle.

At the Holy Cross Federation of schools teachers will assess the children by using an appropriate tool; this may be half termly data reviewing, the 360 degree assessment, and observations of the child to monitor emotional well-being or a more specialised assessment. We plan to share our targets with the parents of children on the provision map in a letter each half term, setting out briefly what we plan to do and improve over the coming half term and asking for any feedback or comments they may have about their child and their previous targets, this in turn will inform our future plans.

In consultation with the SENCo, teachers will decide on their plan of action and implement it over the course of a half term. This will then be reviewed, often revisiting the assessment used at the assess stage to ensure small steps in progress are recognised and celebrated with the both the learner and their parents.

The class teacher will then begin the cycle again with a new or extended target, unless it is felt that the child has made significant progress and will be removed from the SEN provision map. These decisions will be made during pupil progress meetings when staff can liaise as a whole federation team and discuss the progress of learners in their class.

The SENCo will be responsible for ensuring that the provision map is updated half termly and that the graduated response cycle is being followed by all teachers. The SENCo will also ensure that communication with parents is maintained on a regular basis.

Criteria for exiting the SEN register

A pupil will be removed from the provision map when he/she has made sufficient progress to have narrowed the gap to their age related expectations and no longer needs support that is addition to or different from the normal differentiation to maintain their progress.

Supporting pupils and families

This Information Report is written in conjunction to the Norfolk Local Authority site and the Norfolk Local Offer (see website for link). We keep parents with SEN children up to date with the latest publications from Parent Partnership as they are sent out to us and will pass on any other information we feel may be of interest (ie Autism friendly showings at the local cinema). We have good links with many outside agencies including the Short Stay School for Norfolk, through which we are able to access a wide variety of support services.

The admissions arrangements for the schools are available on our schools' website and by request from either of the schools' offices.

In brief, in the case of oversubscription the Governors will give priority using the following criteria:-

1. Children for whom their Statement of Special Needs names this school.
1. Children in public care living within the catchment area.
2. Children who live within the catchment area and :
 - Have a sibling attending the school at the time of their admission
 - Whose parents regularly attend Church (at least twice a month) and express a wish for their child to attend a Church of England School
 - Have no sibling attending the school at the time of their admission
3. Children who live outside the catchment area and :
 - Have a sibling attending the school at the time of their admission
 - Whose parents regularly attend Church (at least twice a month) and express a wish for their child to attend a Church of England School
 - Have no sibling or religious affiliation at the time of admission

Transition into the school at Reception is carefully managed with visits made to feeder Nurseries and Pre-schools wherever possible from the Reception Class staff and a timetable of opportunities for new children to look around the school, meet other children and get used to school life in the Summer Term before they join us.

Transition up to Downham Market Academy (DMA) is co-ordinated at Cluster level and we have excellent links with the staff there as well as with the majority of the other High schools. At present transition to DMA takes place in the last 1 to 2 weeks of the Summer Term. However, for children with Special Educational Needs we realise that a longer and more individually tailored approach to transition may be needed and this will be organised jointly between our schools, the selected High school and parents.

See website for a link to Medical Conditions Policy.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Holy Cross Federation Schools School during 2017-18 we hope to be offering a range of additional clubs and activities. Information about these will be available when they will be due to start and will appear on the school website. We are committed to making reasonable

adjustments to ensure participation for all, so please contact the school office to discuss specific requirements.

All staff at the Holy Cross Federation of Schools have regular 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.'

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) This will be followed by staff.

Please see our website for Medical Conditions Policy.

Monitoring and evaluation of SEND

The monitoring process is an integral part of teaching and leadership within Holy Cross Federation Schools. Parents/carers, pupils and staff will be involved in reviewing the impact of interventions for learners with SEN. We will follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.

Before any additional provision is selected to help a child, the SENCo, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of provision. If a learner 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 collates impact of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Downham Cluster so all SENCo's in our cluster are able to select high quality provision. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Training and resources

We have conducted an SEND skills audit of our staff and plan to use staff where they will be best placed to support the most learners across our federation of schools. We plan to keep this skills audit up to date, adding additional training as it is completed and to audit new staff as they join our federation. As the need arises we will undertake training to benefit the specific needs of our learners where necessary.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the cluster SENCo network meetings in order to keep abreast of local and national updates in SEN.

Funding for SEN

Holy Cross Federation Schools receive funding directly to the school from the Downham Cluster to support the needs of learners with SEN. The Downham Cluster distribute this 'top up' funding for learners who require support that exceeds that available to the school. The Downham Cluster funding for 2017-2018 is £264,434.

All schools in the Downham Cluster have signed a governance agreement which helps us work together. We have a Cluster Policy for SEN. The Downham Cluster of schools is committed to working together to improve learning for all and we are able to share resources, training and moderate provision for learners with SEN.

If you would like any further information on SEN from the Downham Cluster please contact our coordinator:

Claire Bunton contact details: cbunton4nr6@nsix.org.uk

Storing and Managing Information

SEN information is kept in a secure place within school. Information will be stored until the child's 25th birthday.

Information on the SEN register will only be shared with those who need to know.

Reviewing the Policy

This policy will be shared with all staff, governors and parents and will be reviewed annually to enable the Holy Cross Federation of schools to stay in line with new reforms in SEND as they continue to change. Next review date is September 2018.

Complaints procedure

If you are unhappy about any aspect of your child's education or experience at school, you should make an appointment to see the class teacher. We would hope that discussing the matter with the teacher should be enough to resolve the problem. However, if you are still unhappy and wish to take the matter further, you should make an appointment to see the Headteacher.

If, after discussion with the Headteacher, the matter remains unresolved, you should tell the Headteacher that you wish to make a formal complaint. The Headteacher will give you a copy of the Complaints Procedure, the name and address of the Clerk to the Governors of the school, and the name of the person to write to in the Education Department at County Hall. You will be asked to make your complaint in writing.

If, after the Headteacher's intervention, you are still not satisfied, your complaint will be considered by a panel of Governors.

If you are still not satisfied when you are told of their decision, you may complain to the Secretary of State for Education.