



## SEND Information Report 2016-17 for Little Snoring Primary School

Part of the Norfolk Local Offer for Learners with SEND

### Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Little Snoring Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year are:

Mr Christopher J Allen – Executive Head– [office@littlesnoring.norfolk.sch.uk](mailto:office@littlesnoring.norfolk.sch.uk) – 01328 878362  
Miss Laura Newark – Head of School / SEND Lead- [office@littlesnoring.norfolk.sch.uk](mailto:office@littlesnoring.norfolk.sch.uk) – 01328 878362

Alternatively, if you think your child may have SEND please speak to their Class Teacher

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions can be found on the Norfolk County Council, SEND changes web site

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_\(SEN\)/SEND\\_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/index.htm)

### Our Approach to Teaching Learners with SEND

At Little Snoring Primary School we aim to engender a sense of community and belonging: we believe that children need to develop high self-esteem, become self-confident and independent, have **faith** in their own ability.

We want children to **flourish**, to grow physically, emotionally, socially, spiritually, academically and morally. We will foster individuality through the recognition and celebration of a wide range of achievements and talents.

We believe that by enhancing learning through practical experiences, taking part in a variety of activities, meeting a wide range of people and visiting different places, we can raise children's aspirations, open their eyes to possibilities and give them opportunities to **fly high**.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which will take account of their varied life experiences and needs.

We pay particular attention to the provision for and the achievement of different groups of learners; we value learning for all.

We aim to identify needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We recognise that many pupils, may experience difficulties which affect their learning, and we know that these may be long or short term.

We regularly monitor and report on pupil progress, and staff assess continually to ensure learning is taking place. Our whole school system regularly monitors progress and includes regular pupil progress meetings for all pupils.

### **How we identify SEND**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age:  
or
- (b) 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 or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide interventions that are ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

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; 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 to enable them to achieve, and for those who are at risk of not learning, we will intervene.

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

The school uses a variety of ways to identify children who may have SEND:

- Discussions with parents
- Discussions with class teachers and support staff
- Discussions with the pupil
- SENDCO supporting staff in identifying barriers to learning
- Liaison with previous school, staff, or Parent Support Advisor

- SENDCO attending nursery school meetings about individual pupils
- Pre-school assessments
- Pupil assessment and progress monitoring throughout the school year including observations
- Liaison with Cluster Educational Psychology Team and Advisory Support Teachers.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services; some of which are provided by Norfolk County Council, these are described below:

The agencies used by the school include:

- ASD specialist support team
- Educational Psychologists
- CAMHS (Child & Adolescent Mental Health Service)
- Attendance Officers
- ATT, Access through technology services. (Profession or medical referral only)
- Children's Therapy Team (Speech & Language/Occupational therapy)
- School Nurse
- Paediatricians
- Fakenham Cluster EPSS Service
- Benjamin Foundation
- Short Stay School – Douglas Bader Centre
- SRB for Speech and Language
- School – 2 – School Support
- Psychotherapist and Play Therapist
- Parent Support Adviser (PSA)

We have identified the profile of learners who have Special Educational Needs in Little Snoring Primary School in 2016-17 is as follows;

- Learners are identified as having SEND linked to Cognition and Learning
- Learners are identified as having SEND linked to Communication and Interaction
- Learners are identified as having SEND linked to Physical and Sensory
- Learners are identified as having SEND linked to Social, Mental and Emotional Health

### **What we do to Support Learners with SEND at Little Snoring Primary School**

Every teacher will adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards detail the expectations of all teachers, and we at Little Snoring Primary School are proud of our Teachers and their development. The Teacher Standards are at [www.gov.uk](http://www.gov.uk).

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Differentiated planning

- Targeted literacy or numeracy interventions led by staff in small groups or 1:1
- Computer software - Laptops and Kobos
- 'Time to Talk' programme to support the emotional and social development of pupils
- 'Talking Partners' programme for developing language skills
- Social Skills group activities
- Visual timetables
- Writing frames
- Positive behaviour rewards system
- Practical activities
- Questioning techniques
- Pace and challenge activities

We also employ 3 full time and 4 part time Teaching Assistants who deliver support in class and the interventions in the provision map as co-ordinated by our Head of School. All working together in a co-ordinated approach supports children's learning.

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on our provision map, describes the interventions and actions that we undertake to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. The provision map for 2016-17 is available to see in school.

At Little Snoring Primary School we share the provision map with our colleagues in the Fakenham Cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. 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.

### **Funding for SEND**

Little Snoring Primary School receives some funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum.

The Fakenham Cluster of schools also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. Access to this funding is via an application process and through a termly, professional panel made up of representatives from schools within our Cluster.

The Fakenham 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 SEND. If you would like any further information on SEND in the Fakenham Cluster please contact the Head Teacher at Fakenham Infant School who leads on this for our cluster.

**2016-17 Notional funding for SEND is: £39,776**

### **How do we find out if this Support is Effective?**

Monitoring progress of pupils is an integral part of teaching and leadership within our school. Parents, carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do and review' model, ensuring that parents, carers and pupils are involved in every step.

This is reviewed termly with the parent and pupil. If a learner has a Statement or an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. The Head of School specifically monitors the progress of SEND learners and monitors the impact of interventions, to ensure that we are only using interventions that work. Our school and cluster data is also monitored by the Local Authority and Ofsted.

If a parent does not feel that the support that their child is receiving is being effective, in the first instance they can discuss this with the class teacher, the Head of School or the Executive Headteacher. If the parent is still not satisfied, they can contact the chair of governors.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Little Snoring Primary School in 2016-17 we are offering a range of additional clubs throughout the year. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head of School to discuss specific requirements.

### **Equality**

The Equality Act 2010 definition of disability is;

*'A person has a disability for the purpose of this Act if she/he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.'* Sector 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. We recognise that there may be situations where disability and SEN overlap. The 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 adjustments to resources accordingly.

Little Snoring Primary School embraces all opportunities to engage in learning beyond the classroom.

### **Preparing for the Next Step**

Transitions are part of life for all our learners, planning for these and the anticipation of any barriers is crucial. Pupils may be moving from our school to another or one key stage to another, and they will have new teachers and be moving onto secondary education at some point in their

school life. Little Snoring Primary works hard to ensure positive transitions are experienced by our pupils and all relevant details are passed on.

Planning for transition is a crucial part of provision for all learners, but some children with SEND may require a personalised transition plan; this may include additional move up visits, individually prepared transition booklets or specific resources. These transition arrangements will be discussed with parents, carers, pupils and staff well in advance.

### **Have your Say**

Little Snoring Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful Links**

Norfolk's Local Offer - [www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

Parent Partnership [www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk)

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

The Special Needs and Disability Code of Practice: 0-25 years

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_datafile/325875/SEND-Code\\_of\\_Practice\\_June2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_datafile/325875/SEND-Code_of_Practice_June2014.pdf)