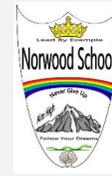


## SEN Information Report 2018-2019



<b>Identifying and Assessing SEN</b>	
The kinds of SEN that are provided for:	<p>Our school is an inclusive school where every child is valued. We strive to support all pupils in the most appropriate way possible and celebrate effort as much as achievement. We strive to reduce barriers to learning to ensure that all pupils can learn to the best of their ability.</p> <p>We provide provision through the four categories of Special Educational Needs:</p> <ul style="list-style-type: none"> <li>• <b>Cognition and Learning</b>- moderate learning difficulty, specific learning difficulty</li> <li>• <b>Sensory and Physical</b>- sensory processing difficulties, epilepsy, hemiplegia (cerebral palsy), hypermobility, mild to profound hearing loss</li> <li>• <b>Communication and Interaction</b>- Autism Spectrum, speech and Language difficulties</li> <li>• <b>Social, Emotional and Mental Health</b>- ADHD, anxiety disorders</li> </ul>
Policies for identifying children and young people with SEN and assessing their needs.	<p>The SEND policy is located on the school website to enable access to all.</p> <p>Children and young people with SEN are identified through a number of avenues:</p> <ul style="list-style-type: none"> <li>• Discussions with parents/carers, child, class teacher</li> <li>• A widening gap between a child's ability and their peers</li> <li>• Lack of progress despite additional support</li> <li>• Observation of the child in class and looking at their work</li> </ul> <p>Pupils needs are assessed through:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Data collection</li> <li>• Discussions with parent/carers and child</li> <li>• Standardised tests such as reading, spelling and maths ages, SATs</li> </ul> <p>To obtain greater understanding of a child's learning difficulties, other agencies may be contacted for</p>

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	<p>further investigation i.e. school doctor, dyslexia specialist. We also carry out a variety of specialised testing to identify specific needs.</p> <p>We also recognise that pupils with behavioural issues may have an underlying special educational need and/or disability. As a school we look to investigate reasons behind such behaviours and intervene where required. Should negative behaviours persist despite elimination of other possible reasons, we may choose to offer parents/carers to take part in the Early Help assessment where outside agency support can be accessed e.g. behaviour panel, school nursing team.</p> <p>The person with overall responsibility for SEND is <b>Mrs Jane Cockerill</b> (Special Educational Needs Co-ordinator- SENCo).</p> <p>The governor with responsibility for SEND is <b>Mrs Annie Gill</b>.</p> <p>The SENCo can be contacted via the school office on <b>01733 574717</b> or <a href="mailto:office@norwood.peterborough.sch.uk">office@norwood.peterborough.sch.uk</a> Any correspondence to governors must be in writing, addressed to the Clerk of the Governing Body. This correspondence can be passed on via the school office.</p>
<p>Arrangements for consulting parents/carers of children with SEND and involving them in their child's education.</p>	<p>Parents/carers are always informed of any initial concerns regarding their child's development. This will usually be through discussion with the class teacher. If concerns continue and the possibility of SEND is raised, a meeting will be arranged with the parents/carers, class teacher and SENCo.</p> <p>We value parent/carer views and when raising concerns about the possibility of their child having a special educational need and/or disability, arrangements are made to discuss this further and referral made where necessary.</p> <p>Parents/carers are invited to support in planning, reviewing and assessing their child's needs three times per year.</p>

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	<p>The SENCo holds a pre-booked drop-in session once per month for parents/carers to discuss any concerns regarding their child's needs. Additional appointments can be made via the school office. Parents/carers may be invited into school to discuss their child's needs at any time during the school year and we welcome parent/carer views on their child's needs and the way in which they learn best.</p> <p>When external agencies visit children in school, reports are copied to parents/carers and then a meeting is arranged with parents/carers to discuss the findings and next steps for the child.</p> <p><b>Annual Reviews</b></p> <p>The progress of children with high level needs is also discussed at the Annual Review of their statement or Educational Health and Care plan. During this meeting, the wording of the statement/ EHC is reviewed to ensure that it reflects the child's current functioning, progress and long term needs. These meetings are held with adults that support the child including class teacher, teaching assistant, SENCo, parents/carers.</p> <p>During the child's Year 6 Annual review, a representative from the Local Authority may be requested to attend in order to support a discussion around the child's long term needs and to support requests for transition to mainstream secondary school or special school.</p> <p>In the Summer Term, a representative from the selected secondary school is invited to attend. This provides first-hand knowledge about the child and their needs and also a chance for parents/carers to discuss any queries or share concerns.</p>
<p>Arrangements for consulting young people with SEND and involving them in their education.</p>	<p>Pupil questionnaires are used to gather pupil views at the annual review of their Education, Health and Care Plan. This process is also followed for all pupils prior to the review of their targets at consultation evening. Pupils' are involved in creating a page of their learning plan to identify their likes/ dislikes and ambitions as well as how they would like to improve.</p>

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<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.</p>	<p>A variety of assessment tools are used to identify children's progress. All children are reviewed through our in school Pupil Progress meetings. The SENCo attends these meetings and discussions are held around children who are working at a lower level than their peers and not making good progress.</p> <p>The progress of children supported through Support Plans is monitored termly with input from the child, parents and school staff. Pupil and parent discussions are utilised throughout the year to inform provision. An annual review is carried out for pupils with a Statement of Special Educational Needs. These are held with the parents, teacher, teaching assistant, SENCo, outside agencies, where required, and the pupil, where appropriate.</p> <p><b>Outside Agencies</b> Outside agencies are utilised to unpick a pupil's needs within a particular area. The outcomes of these reviews are shared with parents/carers either immediately following the assessment or once the report has been provided. These meetings allow for an open discussion where concerns, outcomes and next steps can be explored.</p> <p><b>Access arrangements in formal tests</b> When formally assessing pupils with SEND, consideration is made to ensure that all pupils can perform to the best of their ability. Resources such as coloured overlays and textbooks, a scribe and flash cards to support hearing impaired pupils enable access to assessments. Extra time for slow writers/ thinkers, quiet space and small groups are used to support children emotionally to cope with formal assessments.</p>
<p>Arrangements for supporting children and young people for moving between phases of education and in preparing</p>	<p><b>Starting school</b> New to reception pupils have three visits to school in the Summer Term. During these visits, pupils meet the adults that will be working with them, their Year 6 buddy and other key members of school staff. The Reception team carry out a home visit in September to remind the children of who they are and to provide parents/carers with time to share any confidential information and concerns or</p>

<p>for adulthood.</p>	<p>queries. For pupils known to have Special Educational Needs, the SENCo and class teacher visit the pre-school or nursery to discuss the need with key adults including the parents/carers.</p> <p><b>New to Norwood</b> Pupils with Special Educational Needs that begin school within other primary year groups are welcomed through a transition period. This is agreed with the parents/carers and current primary school. The transition period is negotiated by all adults and the child, where possible. During the transition period the child is introduced to adults that will be working with them, other children within the class and the learning environment for increasing sessions over a short period. At the end of the transition period, adults and the child, where possible, discuss the next steps. This may be an agreement that the child is ready to start at Norwood or may require further transition opportunities or accessing school on a part-time basis for a period of time.</p> <p><b>Moving to a new year group</b> Pupils who struggle with transition are provided with a booklet for starting in their new year group at the end of the Summer Term. This booklet outlines who the adults will be and the key places to know and remember. This is replicated for all pupils beginning in the Reception class. All pupils experience a day to experience their new class in July each year. This gives pupils the chance to explore their surroundings and get to know the adults that will be working with them. For pupils that may struggle, additional visits to the classroom as well as spending additional time with adults in their next year group, supports them in beginning the new school year.</p> <p><b>Transition to Secondary School</b> In the Summer Term, the SENCo makes contact with the Secondary SENCo to share information and invite them to meetings where required. Meetings are held with the SEN team and/ or Year 7 transition team representative to share information and provide families and pupils' with a chance to discuss their concerns.</p>
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	<p>Where required, the SENCo will visit Secondary schools with children and their families to support with questioning and identifying how their child's needs could be met.</p> <p>Emphasis upon life skills is highly valued and pupils are supported with their social and emotional needs as well as being able to function as an independent adult e.g. telling the time, using money.</p>
<b>Teaching and Learning</b>	
<p>The approach to teaching children and young people with SEND.</p>	<p>At Norwood we believe that all teachers are teachers of pupils with SEND and it is our mission to ensure that every child including those with SEND is aspirational and achieves their potential.</p> <p>We aim to overcome barriers to enable all pupils to access learning at their level of understanding. Resources are utilised to support children on a day to day level. Resources such as sensory cushions, coloured overlays and seating arrangements are considered to enable pupils to learn.</p> <p>Identified children start the day with sensory circuits. This is aimed at a small group of pupils who have difficulty focusing and concentrating due to sensory processing difficulties.</p> <p>Pupils with SEND receive support that is additional and /or different to the provision for other children. Where possible this is part of the daily teaching and our teachers take account of a child's SEND needs in their planning, adaptations and assessments.</p> <p>We realise that not all pupils with a disability necessarily have special educational needs. However arrangements are made to ensure that all pupils with a disability are able to fully participate in their learning. Teaching assistants support pupils with SEND across the curriculum as well as with social, emotional and mental health needs through nurture groups.</p>

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<p>How adaptations are made to the curriculum and the learning environment for children and young people with SEND.</p>	<p>Resources are used to enable pupils to learn best. Weighted waistcoats, sensory circuits, coloured overlays and use of ear defenders are a few of the ways in which resources are used to ensure pupils can access their learning. Work stations, visual timetables and furniture arrangements are all considered to support a child in their learning.</p> <div style="text-align: center;">  </div> <p>The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation comes in many forms; small group, 1:1, altered objectives, ability groupings and peer support name but a few.</p> <p>▲ A calm learning environment is encouraged and the school stop sign is a calm quiet approach to ensuring all pupils are listening. Classrooms are inviting and supportive but never over crowded with information that may overload a pupil's senses.</p>
<p>The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.</p>	<p><b>Special Educational Needs Co-ordinator (SENCo)</b></p> <p>The SENCo has been in role for 14+ years and has gained a wealth of experience within a range of special educational needs. The SENCo attends cluster meetings within other SENCos to share good practice and develop our approach to ensure the best education for all. The SENCo attends a variety of meetings and courses to update information regarding specific Special Educational Needs and Disability (SEND). This information is then shared with all staff.</p> <p>▲ Professional development is offered to all staff and where there is an identified need, development opportunities are created.</p> <p>▲ The school employs a range of teaching assistants who are experienced in a variety of areas to support varying needs and deliver interventions.</p>

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	<p><b>Staff experience</b></p> <p>All staff are trained annually with regards to asthma and anaphylaxis by the School Nursing Team. Where there is an identified need, first aiders are trained to administer emergency medication.</p> <p>At the end of each academic year, class teachers are provided with time to share information with the next class teacher about all pupils including the specifics of pupils with special educational needs.</p> <p>Intervention programmes are selected by evidence that shows good progress as a result. Where possible, our teaching assistants are trained directly from the provider to ensure that programmes are delivered efficiently to enable the best possible outcome.</p> <p>To support a variety of children our teaching assistants have a variety of skills. These include supporting pupils with social and emotional needs, Autism Spectrum Disorder, speech and language difficulties, dyslexia and hearing impairment. When a child joins the school with a SEND with which we are not familiar, we endeavour to build knowledge through outside agency support.</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEN.</p>	<p>All pupils are assessed termly to identify their progress in reading, writing, spelling, punctuation and grammar, and maths.</p> <p>Reading, spelling and maths age tests are also administered twice a year as an alternative progress measure.</p> <p>Where a pupil is involved in an intervention programme, an entry and exit assessment is administered to identify the impact of the programme.</p> <p>For social, emotional and mental health needs an observational assessment is used and discussions with the pupil and adults involved with the child. Monitoring of progress by the SEND governor is through full governing body meetings and termly meetings with the SENCo.</p>

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<p>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.</p>	<p>All pupils are provided with the same opportunities regardless of their needs. Where there are barriers to accessing an activity, this is identified early and arrangements put in place to enable each child to participate as fully as possible.</p> <p>Visits and trips are planned in advance and where pupils with a special educational need or disability require support, a familiar adult will accompany them either on a 1:1 basis or as part of a small group. Adults who accompany children are fully trained to understand their needs which are identified and planned for on the risk assessment. For residential trips, an adult is assigned to support a child with SEND where required and a meeting with parents/carers carried out in advance to ensure that the pupil will be safe and able to access the visit.</p> <p>A wide variety of clubs are on offer at Norwood. All pupils are welcome to attend and arrangements are made to ensure that pupils with SEND can access their chosen club. Through discussions with pupils with SEND, clubs are sought to address their interests.</p>
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**Health, Emotional and Social development**

<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.</p>	<p>Our PSHE curriculum addresses emotional and social development for all pupils. Several pupils with SEND require time to discuss events from playtime and lunchtime with a familiar adult. Time for this is planned into the day.</p> <p>We buy into the YMCA Mental Health support group. Select pupils are invited to join a small counselling group (up to 8 pupils in a group) with a specific theme to support their individual needs. Our current groups focus on emotional well-being, and self-esteem and confidence.</p> <p>An Early Help assessment is offered to families who require support with their child's emotional and social needs. Through this assessment the child and family views are paramount and inform support required.</p>
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	<p>We operate an open door policy where the teacher is available at the beginning and end of each day for parents/carers to discuss any concerns. Further meetings are encouraged and can be arranged to suit parents/carers work patterns.</p> <p>We encourage a consistent positive approach to behaviour. Our positive behaviour strategy is adhered to by all adults and the principles are shared with children. Three clear visual rules ensure that children and adults can remember and adhere to these in all areas of the school.</p> <p>Through anti bullying week we encourage children to speak up with a strong voice and provide pupils with strategies for managing poor behaviour and bullying as well as a clear approach for speaking out to inform an adult.</p>
<p>How the school involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEND and supporting their families.</p>	<p>External support services play an important part in helping school identify, assess and make provision for pupils with Special Educational Needs.</p> <ul style="list-style-type: none"> <li>• Our school nurse is available for advice and attends meetings in school on request following referrals to the service made by school.</li> <li>• Annual meetings with the Educational Psychologist provide a chance to discuss pupils with complex needs and identify those requiring further assessment in order for school to support their needs.</li> <li>• In addition, school may seek advice from Autism Outreach, Child and Adolescent Mental Health, Speech and Language therapy, Children's Social Care and the Early Help Team to name a few.</li> <li>• To support parents/ carers of children with statements through the transition to an Education and Health Care plan, we signpost them towards the Independent Support Service funded by Scope. This service provides independent support throughout the 20 week process.</li> </ul>

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### Concerns and Complaints

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.	Ideally complaints are raised early and resolved quickly. Complaints can be made to the class teacher in the first instance where an appointment to discuss the complaint can be discussed and addressed. If the matter remains unresolved, the complaint can be forwarded to the SENCo. If there is still no resolution, the school complaints policy will be followed. This can be found on the school website or a copy may be requested from the school office.
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The Peterborough Local Offer can be viewed following the link below:

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-the-local-offer/>