

# Drayton Community Infant School SEN Information Report and Policy for 2020-21



## Part of the Norfolk Local Offer for learners with Special Educational Needs (SEN)

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

At Drayton Community Infant School we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are: Executive Head Teacher – Mrs Karen Winter  
Special Educational Needs Coordinator (SENCO) – Mrs Catherine Loveridge

SEN Trustee – Eileen Hansell

### **Our Approach to Teaching Learners with SEN**

At Drayton Community Infant School, we ensure that all pupils in our schools are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEN, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEN, parents of SEN children, intervention group leaders and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Through a conferencing approach the children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We work to develop our successful cluster work to develop provision and practice.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

## Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

**a) has a significantly greater difficulty in learning than the majority of others the same age, or**

**b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEN.

Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers, observations and assessments.

There can be a many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understand that children who experience these barriers to learning are vulnerable. 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.

There are a range of catch up programmes being implemented throughout the school to support children to make rapid progress after the circumstances around the Covid 19 Lockdown and changes to learning during the Spring and Summer term 2019-2020. Children have all been learning under varied and vastly different circumstances during this time. We understand this and therefore want to support ALL children and their learning.

### Drayton Community Infant School

In 2020-21 our SEN profile shows that we have 5.75% of children identified as having SEN. This percentage is made up of the following groups:

- 0% are identified as having Primary SEN need linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 1.33% are identified as having Primary SEN need linked to Communication and Interaction (including speech and language difficulties and problems with social interaction i.e. ASD)
- 0.88% are identified as having Primary SEN need linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

- 2.21% are identified as having Primary SEN need linked to SEMH (including such as ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression)
- 1.33% are identified as having a Speech and Language needs and are being supported by East Coast Speech and Language Therapy.

## What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or the School SENCo – Mrs Catherine Loveridge. You can either contact the school office to arrange an appointment or contact Mrs Loveridge by email directly on [sencodrayton@istnorfolk.co.uk](mailto:sencodrayton@istnorfolk.co.uk).

### Support for children with Special Educational Needs

If a learner is identified as having SEN, we will provide support that is '**additional to**' or '**different from**' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map. Information from our provision map is shared with other schools in our 'cluster', as are assessment tools. In this way we learn from each other, develop a wider understanding of different SEN, and share training opportunities to improve the support we offer our learners.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis for termly review meetings with, held as part of Parent/Teacher Consultations and Children/Staff Conferences.

**Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENCO - contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA's) to discuss progress of learners are held frequently, as well as Pupil Progress Meetings with the Senior Leadership Team (SLT). This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. Modified ICT equipment, recording devices etc.

While the majority of learners with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education Health and Care plan.

### **Assessing the Impact of Intervention**

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

### **Opportunities for Enrichment**

At Drayton Community Infant School, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

### **Staff Training and Interventions**

At Drayton Community Infant School, each term the School SENCo gathers information and data about SEND needs within the school. This is then analysed to look at the training needs and types of interventions that are required to ensure we are supporting children's changing needs throughout the school. These are a few of the training needs identified in the last academic year (2019-2020) that staff will have access to:

- A further Class Teacher will access 'Trauma Informed Schools' training to support children who have experienced trauma.
- The School Behaviour Lead / PSA is looking into becoming a Mental Health Champion. She has already undertaken online trauma training in order to support pupils and their families who have experienced trauma.
- The School SENCo accessed 'Dyslexia Level 3' training in the Summer Term 2019 and is to complete the Level 5 and 7 courses to be qualified in Assessing Pupils for Dyslexia when training becomes available to access.
- Due to a growing need of support with speech and language development and communication needs, the reception classes are now starting to use the Wellcomm Speech and Language Toolkit to assess their needs and put in a programme to support their development of skills.
- We continue to have access to the Inclusive Schools Trust Speech and Language Therapist to assess and plan a program of support for children as quickly as possible. We are also continuing to use East Coast Speech and Language Therapists also.

- We are members of Dyslexia Outreach which gives us access to training as well as being able to refer specific children for support recommendations catered to their specific needs.
- We have two ELSA's to support children's Emotional wellbeing within the school. These members of staff attend termly Supervision sessions to share expertise.
- We have two members of staff who have had training in Building Block Therapy and are able to deliver this as required to pupils in small groups. This supports their social and emotional wellbeing as well as a range of other needs such as speech and language skills.
- We work closely with CEPP The Child and Educational Psychology Practice who come into school to observe and assess pupils. They have also been providing online support to pupils, parents and staff during lockdown. CEPP also come into school to deliver training in areas needed. We have planned for ASD and Behaviour support training this academic year.

As any new needs arise, where appropriate and funding allocated, any training or intervention will be arranged in order to support pupils with SEND.

### **Preparing for Next Steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN.

Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the schools will take place in the Summer Term; arrangements for transition to Junior School for pupils with SEND will be planned according to individual need.

During Year 2 information – previously agreed with parents – will be shared with the SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Drayton or staff from Drayton will accompany the child on visits to their next school.

### **Have Your Say**

This report details our annual offer to learners with SEND. To be effective it needs the views of all: Parents/carers, learners, governors and staff.

Please engage fully with our annual process to 'assess, plan, do and review' provision for SEND. If you have any comments, please contact Mrs Catherine Loveridge (SENCO) at [sencodrayton@istnorfolk.co.uk](mailto:sencodrayton@istnorfolk.co.uk)

To contact the SEN Trustee Eileen Hansell at Inclusive Schools Trust on 01603 430767.

### **Other Important Information**

If you require further support please find contact details here

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/people-who-can-help-in-sen-support>

This includes details of the EHCP Coordinator, Norfolk Independent Partnerships Supporter (IPS) and the Local Authority Medical Needs Coordinator.

The SEND Local Offer can be found here

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>