

## **SEN Information Report for Cold Norton Primary School**

**September 2017**

### 1: Contact Details

School: Cold Norton Primary School

Name and contact details of Special Educational Needs Coordinator (SENCO) and named governor:

Mrs C Jeffries: SENCO email: [senco@coldnorton.essex.sch.uk](mailto:senco@coldnorton.essex.sch.uk)

Mrs S Stone: Governor with responsibility for SEND [admin@coldnorton.essex.sch.uk](mailto:admin@coldnorton.essex.sch.uk)

Role of SENCO: The SENCO has responsibility for coordinating provision for pupils with special educational needs and disabilities.

The SEN Coordinator at Cold Norton Primary School works in collaboration with the governing body to determine the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. They take responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. As part of the role the SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

### 2: Introduction

The Governors and staff believe that all pupils should be able to make the best possible progress at school and they are committed to ensuring that the necessary provision is made for any pupil who has special educational needs. They support pupils with special educational needs to be included in all aspects of school life.

The school recognises that a pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the Special Educational Needs Code of Practice (2014), a pupil has a learning difficulty or disability if they:

- Have a significantly 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 or mainstream post- 16 institutions

The school makes provision in accordance with the Code of Practice (2014) and the Discrimination and Disability Act (2006).

The school aims to identify special educational needs as early as possible so that evidence-based interventions and support can be put in place. Regular monitoring and review of progress is important to ensure that the support is adapted when necessary. Parents are expected to support their child in conjunction with the school.

The school believes that pupils have a right to be involved in making decisions and exercising choices. We are committed to working in partnership with the pupil, the family and external agencies to identify needs and provide ongoing support and monitoring to meet those needs.

3: How does the school consult with pupils about special educational needs and involve them in their education?

The pupil is central to planning for, review and evaluation of the support they are given to maintain their progress. The school is committed to hearing the voice of all pupils, including those with special educational needs. The school gets to know them individually and responds to their choices and preferences, through a range of strategies:

- Working with a familiar adult to record their views for the termly review meeting, with visual prompts where appropriate
- Attendance at statutory meetings and annual reviews, where appropriate
- Age appropriate conversations about targets and progress
- Participation in transition planning
- Key workers
- Individual observations
- Guided assessment activities in class with class teacher

4: How does the school work in partnership with families?

The school strives to make sure all families feel supported, involved and valued in their child's education and well-being at school. This includes families of pupils with special educational needs. On application for a place, on joining the school and throughout their child's time at the school, families are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities include:

- Person centred meetings to set goals, discuss the activities and support that will help achieve them and review progress with appropriate members of staff.
- Families are encouraged to contribute their views in writing as part of the review process.
- Meetings to agree transition arrangements and support.
- Parent consultation evenings.

The school records the outcomes of formal meetings so that everyone is clear about what has been agreed.

5: How does the school identify pupils who may have special educational needs?

Special educational needs are identified in terms of cognition and learning, communication and interaction, social, mental and emotional health, physical and sensory needs.

We try to identify special educational needs as early as possible using a range of strategies which may include:

- Liaison with pre-school and nursery where needs have already been identified
- Listening to families' concerns and working with them to get a picture of how a pupil is progressing at home as well as at school
- In Early Years, the teacher completes an Early Years Profile for each pupil and from this it is possible to track their progress and identify any special educational needs. Baseline assessment is also undertaken during the first half term of the pupil starting school.

- Monitoring pupil progress termly using a range of tools including standardised tests to identify those who are working at levels significantly below those designated for their year group in English and mathematics.
- Using targeted assessments to identify pupils who may have difficulties with understanding and using language.
- Observing pupils in class and in the playground to identify attention and concentration, social and emotional needs.
- Using p-scale assessment to monitor progress in Personal and Social Development (PSD).
- Using a range of screening tools to monitor phonological awareness, visual discrimination, auditory memory, gross and fine motor skills, etc.
- Taking advice from external agencies, including medical and social care professionals.
- Working together between primary and secondary schools to exchange information during transition.

#### 6: How does the school plan provision for pupils with special educational needs?

The school works closely with the pupil, their family and external agencies to identify what the specific barriers to learning are and what support is needed. We then put in place appropriate interventions.

Plans for the use of support relate to a clear set of expected outcomes, which include challenging and relevant academic and developmental targets. The voice, views and aspirations of the pupil are at the centre of these desired outcomes. Progress towards these are tracked and reviewed regularly, at least termly.

The class/ subject teacher is responsible for meeting the needs of individuals in his/her class through quality first teaching. Work is differentiated and resources are made available for pupils with special educational needs. Differentiation is a multiple part process, including differentiation by input, teaching and learning process and by outcome.

Pupils with special educational needs will have an individual person centred action plan (PCP) written in conjunction with the SENCO, the family, the pupil, and external agencies as appropriate. These will be reviewed at least each term.

Person Centred Plans include:

- Aspirations of the pupil.
- SMART (specific, measurable, achievable, relevant and time-bound) targets.
- The strategies and approaches which will help achieve the targets.
- Time allocations for each target.
- Details of who will deliver the intervention.
- Advice and targets from external agencies, e.g. Speech and Language Therapist, Educational Psychologist

Depending on the needs of the individual pupil, a range of support is planned, for example:

For pupils with cognition and learning needs:

- Intervention groups, where pupils' learning is supported in small groups, sometimes outside of the classroom.

- Structured literacy and numeracy programmes.
- Strategies to support attention and concentration

For pupils with communication and interaction needs:

- Small group speech and language work.
- Intensive Interaction.

For pupils with social, mental and emotional health needs:

- Behaviour plan and emotional support.
- Social skills groups and programmes, such as Circle of Friends, Socially Speaking, Volcano in my Tummy.
- Positive behaviour support programmes, including individualised rewards and sanctions

For pupils with sensory and/or physical needs:

- Gross and fine motor skills programmes.
- Support for self-help and independence skills.
- Input from a specialist teacher.
- Specialist equipment

For pupils with medical needs:

- Input from Physiotherapists, Occupational therapists and Specialist teachers.
- The SENCO arranges meetings and training with the school nurse to complete a Health Care Plan for children on medication, including children with severe allergies requiring epi pens.

7: How does the school assess and review their progress?

Before beginning any new intervention, the pupil's baseline attainment is recorded so that progress can be monitored.

For pupils with special educational needs, a termly review is arranged with relevant staff and the family. The person centred plan is reviewed and updated, with new targets being set as appropriate.

For pupils with a Statement of Special Educational Needs (or Education, Health and Care Plan) an Annual Review takes place with family, SENCO, relevant staff and external agencies.

The pupil's views are recorded for the meeting and they may attend all or part of the meeting if appropriate.

Progress is regularly reviewed to ensure that the pupil is placed at the correct stage of the special educational needs register and decide whether support needs to be maintained, increased or ceased.

8: How does the school evaluate the effectiveness of the provision for pupils with special educational needs?

All interventions are monitored and evaluated to ensure that they continue to be effective for the individual pupil.

The school has a process for evaluating the progress of pupils with special educational needs, which may include some of the following features:

- Baseline and summative assessment of pupils being supported through intervention programmes.
- Academic assessment data and cross-referencing individual pupil achievement and progress data against progress made by other pupils within year group/level. Cross-referencing achievement and progress of special educational needs pupils in school with national outcomes.
- Monitoring progress in terms of improvements in behaviour, confidence or self-esteem.
- Use of P-Scales to measure personal and social development.
- Regular feedback from staff delivering interventions to class teachers.
- Regular pupil progress meetings, with family, SENCO, support staff, class teacher and external agencies, where relevant.
- Reports, assessments and feedback from external agencies.
- SENCO observations.

9: What expertise does the staff have in supporting pupils with special educational needs?

It is the ethos of the schools that all staff share responsibility for supporting pupils with special educational needs. Staff are recruited for their commitment, experience, knowledge and aptitude.

The school has access to resources and training courses to enable staff to take part in continuing professional development. All staff are trained regularly on safeguarding and the school has designated person for safeguarding who regularly updates training.

10: How does the school secure specialist expertise?

Depending on the needs of the pupil, the school may decide to seek specialist expertise from an external agency. Families will be closely consulted in any decision taken by the SENCO to seek involvement of a professional partner from outside the school.

The school works with other professional partners, including the School Nurse, Community Paediatrician, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Educational Psychologists, Social Care, Behavioural Support, Child and Adolescent Mental Health Service and Specialist Teachers. Professional partners are involved in working with pupils, training staff, designing and monitoring specialist programmes and reporting to families.

11: How does the school secure facilities and equipment to support pupils with special educational needs?

The school endeavours to ensure that no pupil is disadvantaged in terms of facilities and equipment dependent on need. We work with external professionals such as Occupational Therapists, Physiotherapists, specialist teachers and specialist nurses. Some resources are provided by these agencies.

The kinds of support offered could include:

- Disabled toilet.
- Ground floor classrooms.
- Access ramps.

12: What arrangements are in place to support transition?

The school supports pupils with special educational needs at all stages of transition i.e. from pre-school to Early Years and from KS2 to KS3. Support may include:

For pupils transferring to primary school

- Initial meeting with family of new pupils with special educational needs joining the school, to gather relevant information in order to ensure a smooth transition.
- Early Years Foundation Stage practitioner and SENCO visit and liaise with early years settings to meet with the pupils and share information about children about to commence school.

For pupils transferring to secondary school

- Transition days.
- Taster sessions in year 5 and year 6.
- Additional visits to secondary school.
- Liaison between SENCOs, teachers and form tutors in primary and secondary school.

12: How does the school deal with any concerns?

The school works hard to encourage effective communication with pupils and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily.

If the situation arises where families have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCO has been unable to reassure them that needs are being met effectively, in the first instance they should talk to the governor for SEND and then if they are not satisfied they should consult the schools' Complaints Procedure.

13: What other support services are available for the families of pupils with special educational needs?

Autism Anglia provides a range of services to enable people with autism to live as independently as possible and experience choice and inclusion in society.

[www.autism-anglia.org.uk](http://www.autism-anglia.org.uk)

Autism Education Trust: The Autism Education Trust is dedicated to coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum.

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Changing Faces Changing Faces supports and represents people who have conditions or injuries which affect their appearance.

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Dyslexia Action: We aim to remove the barriers facing those with dyslexia and other specific learning difficulties by providing help and support.

01245 259656 [chelmsford@dyslexiaaction.org.uk](mailto:chelmsford@dyslexiaaction.org.uk) [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

Essex Parent Partnership Service Offer information and support over the telephone or in person

01245 436 036 [www.essex.gov.uk/parentpartnership](http://www.essex.gov.uk/parentpartnership)

Families in Focus An independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex

01245 353575 [www.familiesinfocusessex.org.uk](http://www.familiesinfocusessex.org.uk)

ICAN: ICAN is the children's communication charity. We are experts in helping children develop the speech, language and communication skills they need to thrive in a 21st century world.

[www.ican.org.uk](http://www.ican.org.uk)

Kids Inspire Building relationships through therapy, opportunity, love and care. Kids Inspire helps young people in Essex to feel that they are valued members of society.

01245 348707 [www.kidsinspire.org.uk](http://www.kidsinspire.org.uk)

National Autistic Society For impartial, confidential advice and support on autism for anyone affected by, or researching autism.

0808 8004104 [www.autism.org.uk](http://www.autism.org.uk)

Special Kids in the UK - A charity for families who have a child of any age with special needs.

<http://specialkidsintheuk.org/>

Talk about Autism: A safe and friendly online community where you can share experiences, get support and discuss autism

[www.talkaboutautism.org.uk](http://www.talkaboutautism.org.uk)

iSEssex for advice for parents undergoing assessment for an education, health and care plan

01245 608300 07506 566856 [www.isessex.org](http://www.isessex.org)

Further information and guidance for parents can be found at the Essex County Council portal at:

[www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk).

Mrs C Jeffries

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