

# **NORTON PRIMARY ACADEMY**



## **SEND Annual Report**

Autumn 2016

# SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

## **Introduction**

*Norton Primary Academy is a mainstream school which values children equally, regardless of their abilities and/or social, emotional or behavioural needs. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs. We support the vulnerable pupils in the school, in partnership with their parents/carers and other professionals to enable them to achieve their best and in becoming more confident and independent learners. Staff are dedicated to understanding the individual needs and interests of each pupil and through ongoing assessment we closely monitor progress. Through using robust and detailed assessment we are able to quickly identify children who may need additional support.*

### **We provide for the following kinds of special educational needs (SEN):**

Norton Primary Academy is proud to be an inclusive school. We provide for children with Communication and Interaction difficulties, Learning and Cognitive difficulties, Social, Emotional and Mental Health difficulties and Sensory and Physical difficulties (the latter is dependent on the extent of care and resources required).

We offer bespoke packages of provision to the extent of which can be expected by a mainstream setting.

### **We identify and assess pupils with SEN using the following methods:**

#### **Identification:**

A new banding system has been introduced in Stockton as part of SEND updates, this aids in the identification of children with SEND; it categorises the area of need as well as the severity of need. For further information regarding the banding system please contact Hayley Smith. At Norton Primary we use a graduated approach to meeting an individual pupil's needs. For the majority of pupils' quality first classroom teaching will fulfil their learning needs. Some pupils may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. These students will not be on the SEND register.

Some pupils may require further differentiation to bridge a learning gap or to develop strategies to overcome a particular need. These pupils will be placed onto the SEND register. The SEND register is kept securely in school and enables staff to access support strategies for individual students.

Children need to be identified as soon as possible and given appropriate help and support. Early identification and attention to a child's SEND can reduce the chance of more prolonged or intensive support at a later stage. Performance of children is monitored by class teachers as part of ongoing assessment procedures. An initial concern checklist is used to highlight any concerns, either by parents or school staff.



This is the starting point of the identification process.

Following discussions with the SENCo action points will be put in place. A review meeting will be held shortly after to review progress, it may be felt necessary at the stage to place them onto the SEND register. When children have identified SEND before they start school, or those who transfer to our Academy during their primary education, we work with the people who already know them and use the information already available to identify how their additional needs will be addressed in our setting and how we will manage it together.

If you tell us you think your child has a SEND we will discuss this with you and look in to it further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. If a member of our staff believes that your child has a SEND this may be because they are not making the same progress as other children, for example they may not be able to follow instructions or answer questions. We will observe them, look at the way they learn (visually, auditory or kinaesthetic) and consider what works already and what doesn't. We will look for strengths and weaknesses to create an all-round picture of your child. From this we will set achievable focussed targets for your child to work on. Should we require further help, we will contact specialists from a variety of teams.

**Assessment:**

All children's progress, whether they have SEND or not, is monitored closely. Assessment of need is underpinned by a rigorous whole school approach, within a robust system which ensures that children who are not making adequate progress, despite high-quality teaching, are quickly identified.

When a concern is initially raised, either by school or parents, a meeting promptly takes place to identify the area/s of difficulty. This meeting will take into account the views of all staff who work with the child, parents and the child themselves (in an age appropriate manner). Information will be shared with the SENCo and action points put in place along with a date to review progress. This information is recorded on an initial concerns checklist and held on file within school. It may be agreed to register the child on SEN support at this stage (a register of SEND pupils which is held in the academy) or it may be decided to review progress once agreed action points have been put into place. A variety of sources of information are drawn upon to establish a clear analysis of pupils, this includes:

- Teacher assessment and experience of the pupil;
- Pupil progress and attainment;
- Individual development in comparison with national age related expectations;
- The views of the parents;
- The pupils' own views;
- Advice from external agencies if appropriate.

We have a range of tools and expertise within school to support identification and assessment of need. Class teachers effectively adapt their core teaching in light of these findings. There may be occasions when external specialists such as an Educational Psychologist, are used to carry out more detailed assessments. School will include children and parents/carers in the assessment process and the



child's level of involvement will be appropriate to their age, maturity and level of understanding.

### **Our approach to teaching pupils with SEN includes:**

Once a need for SEN support has been identified the first step is to ensure that high-quality teaching, differentiated for individual pupils continues to be effectively used and developed. A collaborative approach is used to plan additional support for pupils identified as experiencing difficulties. All staff working with the child will be aware of the child's difficulties and the plans in place to support the child.

Some children, who require a further individualised target than classroom differentiation can provide, or who have personal targets from an external agency, will have an IEP (Individual Education Plan). This is created in consultation with the child and shared with parents. Targets are linked specifically to the child's difficulties and updated once securely met. Review meetings are held with parents to share information about progress. Parents are encouraged to contribute any evidence from home regarding the child's progress towards these targets. It may be necessary for an additional adult to support a child with their difficulties.

Staff at Norton Primary Academy are highly skilled and the school has particular expertise in working with children on the Autistic spectrum, with speech language difficulties and specific learning difficulties. All staff regularly attend up to date bespoke training linked to the needs of our children. Where possible the skills of staff are linked closely to the difficulties the child is experiencing.

### **During 2015 –16 staff received SEN training which included:**

Training on how to use the updated SEND banding systems (SENco)  
Makaton Training (2 TAs)  
Use of Numicon (all TAs and number of teachers)  
Internal sharing of SEN specific interventions (all TAs)  
Good practice visits to other settings including Speech & Language base, early support nursery  
Early communication support / intervention (1 teacher)  
Use of the BOXALL profile to support development (all staff)

Differentiation within classes is possible and is supported by a high level of skilled TA support. Teaching Assistants are deployed according to need with a significant number across the Academy working in a range of roles. Whole staff training in SEND is seen as a priority.

There may be occasions when interventions are required in addition to differentiation. Interventions are carefully matched and targeted towards individual needs with an expectation of accelerated progress and the SENCo carefully monitors impact in conjunction with class teachers and Key Stage Leaders.

We are very fortunate to have a full time teaching assistant who specialises in the area of Speech and Language. This allows for very early identification as this member of staff is also involved with nursery home visits supporting swift action and intervention and careful monitoring.



**The name of our SEN Co-ordinator (SENCo) is:**

Hayley Smith

**In addition, we use the services of the following specialists:**

- Educational Psychologist
- Speech Language Specialist
- Specialist Learning Teacher
- CAMHS
- School Nurse
- Alliance Counselling
- Hearing Impaired Team
- Occupational Therapy
- Jackie Canwell – Specialist Learning Teacher
- North Shore Academy SENCo

We will always seek your consent before referring your child to an outside agency and encourage parents to allow agencies to share information with relevant staff at school.

**Our arrangements for ensuring the involvement of parents of children with SEN are as follows:**

At Norton Primary Academy we aim to work in cooperation with parents and pupils to create the best outcomes for individuals. For all parents we will invite you into school regularly throughout the academic year to discuss your child's progress. We encourage all parents to contact your child's class teacher if you have any concerns in the first instance.

If your child is placed on the SEND register we will invite you into school regularly to meet with the SENCo and class teacher. If your child is placed on the SEND register you will be kept fully updated regarding the provision your child is receiving and their progress. For children in receipt of high needs funding this includes termly meetings with the SENCo. We will explore the strengths and difficulties of your child together and develop strategies to achieve the best possible outcomes for your child at school. We encourage all pupils on the SEND register to be involved with this process at a level appropriate for them.

For a few pupils that have a statement / EHCP we also hold an Annual Review of the EHCP / statement which is also monitored by the Local Authority. Pupils in receipt of additional high needs funding are also annually monitored by the Local Authority. We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.

We recognise parents are the first educators of their children. School builds on the foundations that have been laid down in children's early years by their parents. When your child starts at school this does not mean that education by parents stops. Your continued support and involvement has been proven to increase and raise your child's achievements. Parental Involvement includes talking, listening and sharing with your child. Learning happens everywhere and your child spends only a small



proportion of their time in school. Make every minute they spend with you a learning opportunity.

Alongside the opportunities provided to all parents, for parents of children with SEND parents may be invited to or receive:

- Meetings with outside agencies (such as the educational psychologist, specialist teacher, speech therapist)
- Reports from outside agencies (including educational psychologist, specialist teacher, speech therapist).
- IEP meetings to set and review targets (only some SEND children receive an IEP)
- Termly letter detailing interventions SEND pupils are receiving. (Only children who do not receive an IEP).  
Termly SEND parent information afternoons hosted by a specialist speaker targeting a specific educational need.

**Parent view questionnaires:**

It has been noted that a number of parents requested further information about the information they receive about their child's SEND provision and progress. In response to this from September 2015 we will be informing parents of all SEND registered pupils who do not receive an IEP of interventions by letter. The impact of such interventions will be discussed at parent consultation evenings. Please do not hesitate to contact your child's class teacher or the SENCO if you have any queries or concerns.

**Our arrangements regarding complaints from parents of pupils with SEN are as follows:**

If you have any concerns about the provision made for your child please contact the class teacher in the first instance. If you would like to discuss the matter further please contact the SENCO or Principal.

For further details of our complaints procedure please refer to the policy on the academy website (paper copy available on request).

The Local Authority parent partnership officer, Caroline Fell, is available to support parents of pupils with SEN and can be contacted on 01642 527158

**Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:**

Local Authority Parent Partnership Service Caroline Fell Tel: 01642 527158

Daisy Chain: <http://www.daisychainproject.co.uk/>

Dyslexia Association: <http://www.bdadyslexia.org.uk/>

Young

Minds: [http://www.youngminds.org.uk/for\\_children\\_young\\_people/whats\\_worrying\\_you/adhd?qclid=CMSuqZD2u8ACFcR02wodUZUAMA](http://www.youngminds.org.uk/for_children_young_people/whats_worrying_you/adhd?qclid=CMSuqZD2u8ACFcR02wodUZUAMA)

Mind ED: <http://minded.e-lfh.org.uk/families/index.html>



### **Our transitional arrangements for pupils with SEN include:**

Norton Primary Academy uses the Transition Guarantee package as recommended by Stockton Local Authority. This enables us to identify children who may need additional transition support from as early as year 5 (Autumn term) Transition meetings between classes and schools are regularly carried out and information shared. Clear plans for transition for children/young people with SEN who are moving towards secondary provision are made through the Transition Guarantee which may include Year 5 additional visits, transition packages and planned, careful transition between settings.

For pupils who transfer to or from Norton Primary from another school/ setting all SEND information is promptly transferred and shared with the receiving school. For pupils transferring to Norton Primary class teachers and / or the SENCo will liaise directly with the previous school / setting to ensure a smooth transition.

Stockton's local offer, explaining what is available on a local authority basis, can be found using the following link:

<https://www.stockton.gov.uk/childrenandyoungpeople/childrenwithdisabilities/>

