

ASSASS

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. 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.

If you have any concerns regarding your child's progress then please feel free to discuss this with your child's class teacher or the school SENCO Mrs. Hayley Smith.

Plan

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 with complex difficulties 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 2014 -15 staff received SEN training which included:

Numicon training to support teaching assistants in delivery (Maths lead and SENCo)

Numicon training (teaching assistants)

Dyslexia and Dyscalculia training delivered by Jacky Canwel (SENCo)

Strategies for teaching children with Dyslexia (whole school training)

Improving memory (whole school training)

Precision spelling (HLTA disseminated across school)

SNIP training (Y4 teacher and Teaching Assistant)

Visits to ASD hub for whole year group teams linked to cohort needs

Bespoke staff training provided by Autism Outreach team

Pathological Demand Avoidance Training (SENCo and TA)

Anxiety training provided by Alliance (all staff)

Creating a sensory smart classroom—EP service (SENCo and 2 teachers)

Early Bird Plus ASD training. Provided by Daisy Chain (TA)

BoadMaker training delivered by SENCO to all TAs

Bespoke training for 1:1 support staff including the use of visuals

Visit to Thornaby Academy ASD base. (SENCO)

Team -Teach (Learning mentor and teaching assistant)

Creating an ASD friendly classroom (all teachers)

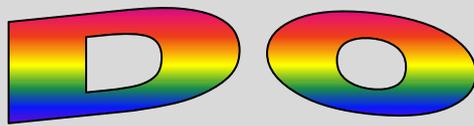
Attachment Disorder (SENCo)

Visits to Speech and Language Support Base (TA)

Speech and Communication training (EY team. SENCo)

Evidence based interventions may be recommended for some children. Interventions are carefully planned and targeted. The impact of interventions is closely monitored and again parents are involved in the reviewing process. For further information about the interventions used at Norton Primary please visit our "Do" section.

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.



Differentiation within classes is possible due to high level of 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. These interventions are listed on the next page.

*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 involved with nursery home visits, swift action and intervention and careful monitoring.

Working with outside agencies:

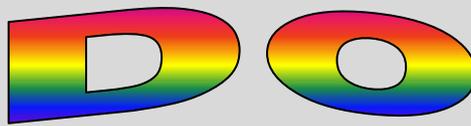
At Norton we feel that having as much information about a pupil is key when supporting them. We regularly liaise with a range of external agencies and use guidance given to support

Delivery including:

- Educational Psychology Service
- Child Adolescent and mental Health Service (CAMHs)
- Autism Outreach Team
- Occupational Therapy
- Speech and Language Service
- Education Improvement Service
- Alliance Psychological Services
- School Health
- Hearing Impaired Service

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.

****Parents/carers will be kept informed of engagement in additional provision through regular meetings. School encourages parent/carers to become involved in the additional provision through attending meetings and sharing information.***



Interventions and support offered include:

English Support	Maths Support	General support	Specific support	External Agency Support
Precision spelling	Toe by Toe	Learning mentor precision support	Specialist Maths assessments	Educational Psychologist
Get Spelling catch Up	Numicon	Bespoke additional adult support	Specialist English assessments	Hearing / Visually Impaired Team
Jump Ahead	Maths surgery		Sensory Area	Occupational Therapy
Small group Read Write Inc	SNIP	Individual reward systems	Social stories	Autism Outreach Team
Fresh Start English	Access to learning resources including concrete apparatus	Clicker6 IT program	Kaleidoscope	Alliance Counselling
Beanstalk Reading		Opportunities for over learning	Support for personal care	Speech & Language Therapist
Accelerated Reader support		Small group work	Boxall Profile	Physiotherapist
1:1 daily reading		Picture Cue / Visual supports & timetables	Speech and Language Specialist TA	School nurse
Teodorescu Handwriting program		Gross / fine motor development with Sports Apprentice	Hearing impaired loop system	

Review

At Norton Primary Academy we aim to work in cooperation with parents and pupils to create the best outcomes for individuals. For all parents of pupils at Norton 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. 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 students 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.