

Information Report and Policy on SEND for Recreation Road Infant School 2018-2019

Part of the Norfolk Local Offer for Learners with SEND



Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs & Disability (SEND). The Local Offer is where Norfolk sets out what is available for 0-25 year olds with SEND. For more information about the Norfolk Local Offer please look at the Norfolk County Council Children's Services website at www.norfolk.gov.uk/SEND

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. Our school website can be found at www.recreationroad.com. The information published must be updated annually and be in line with the Code of Practice, see useful links. The required information is set out in the SEND regulations which can be found in the Special Educational Needs and Disability Regulations 2014 at www.gov.uk/df

At Recreation Road we are committed to working together with all members of our school community. This information report has been produced with parents/ carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Headteacher – Michael Bunting
- Assistant Headteachers – Sheree Brock, Susanna Manrique
- Special Educational Needs & Disability Coordinator (SENDCO) – Naomi Potter
- Assistant SENDCo – Sheree Brock
- Chair of Governors/ SEND Governor – Marion Flaxman
- Vice Chair of Governors – Pirita Paajanen
- Parent support Advisor – Lauren Sherwood

Our Approach to Teaching Learners with SEND

At Recreation Road Infant School, Inclusion is at the heart of our aims and values. Inclusion is the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

We aim to create a learning environment which is flexible enough to meet the needs of all children. We monitor progress of all learners, and staff continually assess the children to ensure that learning is taking place. Our whole school system for monitoring includes the regular monitoring pupil progress by the school leadership team and opportunities for staff to moderate pupils' achievements. **We value: Learning for all.**

How we identify Special Educational Needs & Disability

If you think your child may have SEND please speak to their class teacher in the first instance; contact Naomi Potter, our SENDCO. We have produced a booklet entitled '**Your Child's Special Educational Needs**' which can be found on our website and on each class noticeboard.

At different times in their school career, a child or young person may have a special educational need or a disability (SEND). The Code of Practice defines Special Educational Need (SEN) as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age; or**
- b) 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 Equality Act 2010 places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'. Our Single Equalities Plan and our Anti-Bullying policy can be found on our website.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day-to-day activities”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may, therefore, be covered by both SEN and disability legislation.

If a learner is identified as having SEND, we will provide provision that is '**additional to or different from**' the normal differentiated curriculum, intended to overcome the barrier to their learning. The child may have an Individual Education Plan (IEP), a Support Plan or a Risk Management Plan, see Appendix 2-3. This will be done in consultation with staff, parents and the learner.

Learners can fall behind in school for lots of reasons; they may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn, they may have English as an additional language, they may be worried about different things that distract them from learning or they have a social or emotional need arising from a situation at home which impacts on their development.

At Recreation Road Infant School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning or who might have social, emotional or mental health needs, we will intervene.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision or a disability will be identified as having SEND.



Based on our SEND profile for September 2018, we anticipate that 8.8% of children in the school will be identified as having SEND and 9.7% of those with SEND, will have an Education Health and Care Plan. In September 2018:

- 12.9% of those children with SEND were identified with needs linked to Cognition and Learning as the primary need
- 12.9% were linked to Communication and Interaction as the primary need
- 51.6% were linked to Social, Emotional or Mental Health needs as the primary need
- 22.6% were linked to Physical and Sensory needs as the primary need

At present the school has no special admission arrangements in respect of pupils with SEND. This is because Recreation Road Infant School aims to make 'reasonable adjustment' to meet the needs of all children. We meet the admissions guidance from Norfolk County Council.

For more information about the Equality Act, the protected characteristics or duties on public bodies please see www.gov.uk/equality-act-2010-guidance

Assessing SEND at Recreation Road Infant School



Class teachers, support staff, parents/ carers and the learner themselves will be the first to notice a difficulty with learning. At Recreation Road Infant School, we ensure that assessment of educational needs directly involves the teacher and support staff, the learner and their parents/ carers. The SENDCO will also support with the identification of barriers to learning.

In addition, for 2018-2019, we have commissioned support from:

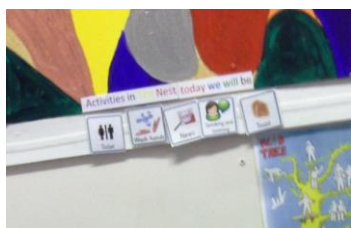
- Educational Psychology and Specialist Support - Platinum package, up to 11 sessions
- The complex Needs Schools, through School2School support

What we do to Support Learners with SEND at Recreation Road Infant School



Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Recreation Road Infant School strive to ensure staff continually access professional development. The Teachers standards are available at www.education.gov.uk.

Our teachers will use various strategies to adapt access to the curriculum; this might include using:



- Visual timetables and other visual prompts
- I-Pads, computers or alternative recording devices
- Peer support systems
- Social Stories
- Signing- Signalong
- Multi-sensory approaches
- Nurture provision in 'The Nest'



Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum which may require an individual plan. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning. This support is dependent on a provision map, which although does not detail the individual learners names, describes the interventions and actions we undertake to support learners. We modify the provision map regularly and it changes every year, as our learners and their needs change. The provision map for 2017-18 is available as an appendix to this document.

Our provision map is shared with governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

We also currently employ approximately 9 Support assistants, who may deliver the interventions in the provision map as coordinated by our SENDCOs.

For some learners we may want to seek advice from specialist teams. We have access to some services universally provided by Norfolk County Council and Norfolk Community Health and Care NHS Trust, including:

- Speech and Language Therapy – currently commissioned by Norfolk County Council from East Coast Community Healthcare
- School Nurse – for children’s health advice
- Virtual School Sensory Support
- Access Through Technology
- We work very closely with Avenue Junior School and share a Parent Support Advisor who can help to support families in both schools. The parent Support Advisor can be contacted at Avenue Junior School.

Other opportunities for learning



We are committed to making reasonable adjustments to ensure participation for all and have provided additional opportunities for children to develop a leadership role throughout the whole school. Pupils with barriers to their learning have been actively encouraged to become involved in these projects. An important part of our ethos at Recreation Road Infant School, is listening to the views of children with SEND with a view to supporting their social and emotional development. We also look for ways to focus on their capabilities and skills, for example as Digital Leaders or by encouraging the development of particular interests and knowledge. We have also developed a space, known as ‘The Nest’, where nurture provision can be made available for individuals or groups.

Funding for SEND

Recreation Road Infant School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we received for 2018-19 is £75236. Schools may be able to apply for additional funding from the local authority, on a case by case basis, though it is unlikely to match what the school already spends on SEND support.

How do we find out if this support is effective?



Monitoring progress is an integral part of teaching and leadership at Recreation Road Infant School. Parents/ carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN.

We follow the ‘**Assess, Plan, Do, Review**’ model and ensure that parents/ carers and children are involved in each step. A base-line will be recorded which can be used to compare the impact of the provision.

Children, parents/carers and staff will be directly involved in reviewing progress. The review can be built into the intervention itself, or it can be a meeting held at least once a half-term where we discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan), the same half-termly review conversations take place but in addition, the EHC plan will also be formally reviewed at least annually.

The SENDCO collates the impact of interventions to ensure that our interventions are of benefit to the learners. Progress data of all learners is collated across the school and monitored by teachers, senior leaders and governors. The SENDCO meets regularly with the SEND designated governor to monitor SEND provision in our school. Our school data is also monitored by the Local Authority and Ofsted.

Preparing for the next step

Transition is part of life for all learners. This can be transition from pre-school to a new class in school, having a new teacher, moving on to a new school or mid-year entry from another school. Recreation Road Infant School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is part of our provision for all children and especially for those learners with SEND. Moving classes will be planned to take account of all children's needs. Transition to junior schools will be discussed in the summer term with the relevant SENDCOs and teachers from junior school.

Have your say

We are keen to develop provision for all our learners, ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of parents/ carers, learners, governors and staff. So please engage with our annual process to '**assess, plan, do and review**' for SEND.

In the event of a complaint, an open dialogue between parents and staff is encouraged, with the aim that any issues can be resolved. Ultimately, if necessary, parents can follow the formal complaints procedure set out in the school brochure and website.

Useful links

Our website www.recreationroad.com/

Useful information for parents www.recreationroad.com/pages/parents/useful-information/

SEND Code of Practice www.gov.uk/government/publications/send-code-of-practice-0-to-25

Norfolk County Council SEND www.norfolk.gov.uk/SEND

Department for Education www.gov.uk/dfe

Support for parents of children with SEND www.norfolksendpartnershiassi.org.uk

Virtual School Sensory Support Vsss.virtual-school.org.uk

The Dyslexia-SpLD Trust www.thedyslexia-spldtrust.org.uk

Autism Education Trust www.autismeducationtrust.org.uk

Autism Anglia www.autism-anglia.org.uk

Community health services www.norfolkcommunityhealthandcare.nhs.uk

Child and Adolescent Mental Health Services www.camh.org.uk/

Young Minds www.youngminds.org.uk/for_parents/services_children_young_people/camhs

East Coast Community Healthcare www.eastcoastch.co.uk

Appendix 1

Intervention Provision Map for Recreation Road Infant School 2017-18

Where possible, children's needs are met within the classroom within a good differentiated curriculum. Our emphasis is on 'Quality First Teaching'. Each class produces a class provision map, which address the needs of specific pupils who may not necessarily have a Special Educational Need.

	Reception	Year 1	Year 2
Communication & Interaction needs	Targeted activities as directed by a Speech & Language Therapist	Signalong Targeted activities as directed by a Speech & Language Therapist	Digital leaders Targeted activities as directed by a Speech & Language Therapist
Cognition & Learning needs	Individual support for complex needs	Signalong Sound Discovery Precision teaching of high frequency sight vocabulary Individual support for complex needs Access through Technology for individual complex needs	Sound Discovery Precision teaching of high frequency sight vocabulary Specialist computer software e.g. Lexia, Nessy Individual support for complex needs
Physical & Sensory needs	Hand gym Individual support for complex needs Individual plans for health needs	Individual support for complex needs Individual plans for health needs	Sound Field system in 1 classroom Individual support for complex needs Individual aids for physical need Individual advice from Virtual School for Sensory Support Targeted therapies as directed by Occupational Therapist Individual plans for health needs
Social, Emotional & Mental needs	Nurture provision in the 'Nest' for individuals & groups Individual classroom support Happy Lunchtime Group Gardening Targeted therapies		

Appendix 2
Sample Individual Education Plan (IEP)

Cognition & Learning/ Sensory or Physical/ Social, Emotional or Mental Health/ Communication & Interaction Needs

Name Any Child Teacher Any Teacher Parental contact
 Date of birth Any Date This IEP began January 2015
 NCYG Year One Class Vulture

Target: Will be able to....	Action: What? When? How?	Success criteria: Will be able to...	Date of review: outcomes
Read following h/f words on sight the to I am and can	Word track daily with TA Tricky word lotto x2 15 minutes per week with TA	Read following h/f words on sight consistently x3 the to I am and can	
Segment & blend phonemes in CVC words using Sat pin	Use magnetic letters, phoneme fishing, or Sound Discovery daily with TA for 20 minutes	Segment & blend phonemes in CVC words using Sat pin in own reading & writing	
Sit in one place at carpet times for 10 minutes	Use of 10 min timer during carpet times daily, immediate reward of praise & free choice activity. CT to monitor	Sit in one place at carpet times for 10 minutes	
Next steps/ Additional info/ Comments/ outside agencies			
<i>(Teacher or Learning Support to discuss targets with child)</i> I understand my targets	Who will help me?	How did I get on?	

Appendix 3

Sample Support Plan

Name

Class

Period of time

Overall expectations

My Targets	What I can do to help	Enabling Environments	Enabling Adults/peers	Enabling timetable/structures