



Building Strong Foundations for a Lifelong Love of Learning

Information Report and Policy for Special Educational Needs and Disabilities

Policy status	Statutory
Needs to go on website?	Yes
Review requirements	Annually
Agreed review frequency	Annually
Last date reviewed:	16.10.19
Due for review by:	15.10.20
Scheduled for review:	Autumn 1, 2020
Governor responsible:	SEND Governor
Staff member(s) responsible:	SEND Co-ordinators
Governor approval method:	Approval at Teaching and Learning Committee; shared for information at Full Governing Board.

Introduction

Welcome to our SEND information report and policy which is part of the Norfolk Local Offer for learners with Special Educational Needs & Disability (SEND). This is updated annually and is in line with the Code of Practice, see useful links.

For the Norfolk Local Offer please go to this link www.norfolk.gov.uk/SEND

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 (Curriculum and Assessment), Susanna Manrique (Pastoral)
- Pastoral Lead – Susanna Manrique
- Special Educational Needs & Disability Coordinators (SENDCOs) – Naomi Potter & Sheree Brock
- Chair of Governors / SEND Governor – Marion Flaxman
- Vice Chair of Governors – Matthew Hartley
- Parent Support / Nurture Lead – Sharon Winterbone

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; our whole school system for monitoring includes the regular monitoring pupil progress by the school leadership team. **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 or contact the SENDCOs, Naomi Potter or Sheree Brock.

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:

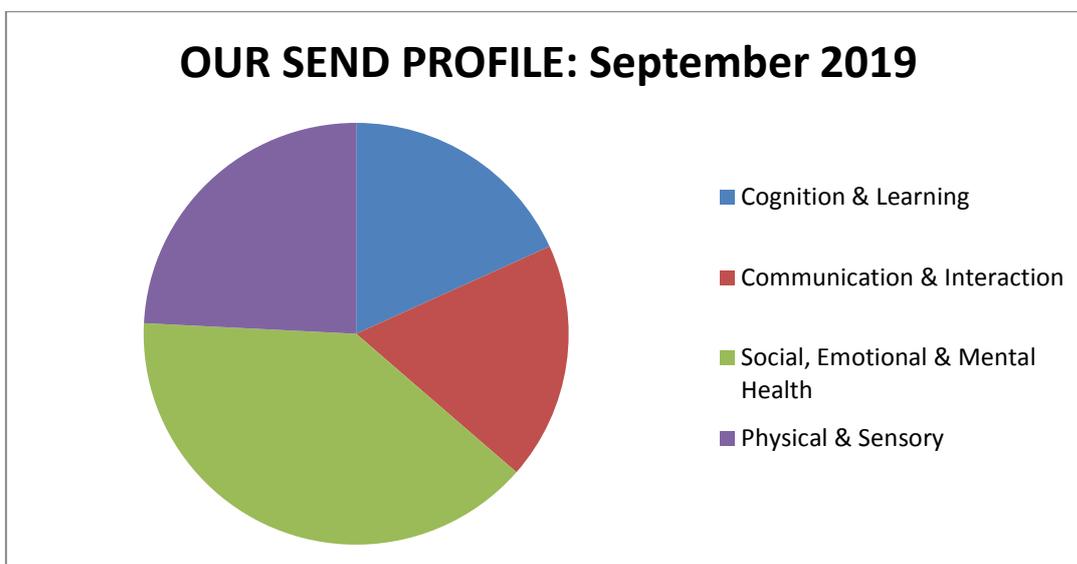
- a) Have significantly greater difficulty in learning than the majority of others of the same age; or**
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is ‘**different from**’ or ‘**additional to**’ that normally available to pupils of the same age. The child may have an Individual Education Plan (IEP), or a Support, Care or Risk Management Plan. We have some examples in Appendix 2 and Appendix 3. Sometimes these are adapted to meet the needs and developmental stages of individual children.



Learners can fall behind in school for lots of reasons that make them vulnerable. In these cases we will intervene. This does not mean that all vulnerable learners have SEND.

Based on our SEND profile for September 2019, we anticipate that 9.2% of children in the school will be identified as having SEND and will need some SEN support and 6% of those with SEND, will have an Education Health and Care Plan. Sometimes children with Autism Spectrum Conditions are categorised as having a Social, Emotional or Mental Health Need and this is reflected in the chart.



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. We ensure that assessment of educational needs directly involves the whole class team, the child and their parents/ carers. The SENDCOs will also support with the identification of barriers to learning.

In addition, for 2019-2020, we have commissioned support from:

- Educational Psychology and Specialist Support Services
- The Complex Needs Schools, through School2School support

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
- School2School support from a complex needs school

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 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. Appendix 1 shows a provision map which shows additional support that may be appropriate.

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 Teaching and Classroom Assistants who may deliver the interventions in the provision map as coordinated by our SENDCOs.

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

We receive notional funding directly from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. In exceptional circumstances, we can apply for top-up 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.

The school's notional funding for the 2019/20 financial year is £85,915

The predicted amount of top-up funding for 2019/20 financial year is £14,494

How do we find out if this support is effective?



We follow the '**Assess, Plan, Do, Review**' model. Monitoring progress is an integral part of teaching and leadership. Parents/ carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN.

For learners with Education Health and Care Plans (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 SENDCOs collate 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 SENDCOs meet 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 provides 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.

At present we don't have special admission arrangements in respect of pupils with SEND because we aim to make 'reasonable adjustment' to meet the needs of all children. We meet the admissions guidance from Norfolk County Council.

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 concern or 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 school Complaints Policy, available from the school website or office.

Useful links

Our website www.recreationroad.com/

Useful information for parents regarding SEND

www.recreationroad.com/our-school/send/

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/dfes

Support for parents of children with SEND www.norfolkSENDpartnershipiass.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

SENSational Families www.sensationalfamilies.org.uk

Child Brain Injury Trust www.childbraininjurytrust.org.uk

Appendix 1

Intervention Provision Map for Recreation Road Infant School 2019-20

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	Talk Boost Wellcome Targeted activities as directed by a Speech & Language Therapist	Wellcome Targeted activities as directed by a Speech & Language Therapist	Wellcome Digital leaders Targeted activities as directed by a Speech & Language Therapist
Cognition & Learning needs	Individual support for complex needs	Sound Discovery Precision teaching of high frequency sight vocabulary Individual support for complex needs	Sound Discovery Precision teaching of high frequency sight vocabulary Individual support for complex needs ARROW
Physical & Sensory needs	Hand gym Individual support for complex needs Individual plans for health needs Targeted therapies as directed by Occupational Therapist	Individual support for complex needs Individual plans for health needs Targeted therapies as directed by Occupational Therapist	Sound Field system in 1 classroom Individual support for complex needs 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 Lunch club Lunch Haven 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