



Norman Street Primary School SEN Information Report

Norman Street Primary School we strive to ensure that all of our children are supported to enable them to achieve their very best at school. In order to do this, many steps are taken to support them through their learning. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

As a school we have very close links and relationships with parents, nurseries and external agencies. For children transferring from another school, we contact that school to gain any relevant information. External agencies may also notify the school of existing additional needs.

We can identify when children need additional help as all staff are aware of expected attainment and development at different ages and have expertise in identifying any potential additional special educational needs (SEN).

Class teachers are encouraged to raise concerns with the SENDCo if:

- Concerns are raised by parents/carers or class teachers.
- Limited progress is being made or the child is performing below age related expectations.
- There is a change in the pupil's behaviour or self-esteem which is affecting their learning.

If you have any concerns about your child's progress you should first talk to your child's teacher.

Special Educational Needs are broadly categorised as: cognition and learning, social and emotional, speech, language and communication and sensory or physical. All of these needs are present within our current cohort with secure systems and procedures in place to support all children.

How will school support my child?

In the first instance the class teachers together with teaching assistants set the highest expectations and deliver quality first teaching to all children. When children require pupil passports, each child's education plan will be planned by the class teacher and SENDCo to ensure that progress in every area is made. It will be differentiated to suit the pupil's individual needs. It will be recorded on a Pupil Passport. There may be a Learning Support Assistant or Teaching Assistant working with your child either individually or as part of a group.

- As well as highly trained Teaching Assistants employed by the school we use a range of specialist teachers to advise on programmes, support and resources as well as advice and support for children.
- From time to time children may need more expert support from an outside agency such as speech and language therapist, educational psychologist etc. This will be fully discussed with you and with your consent, a referral will be made. After assessment from the outside agency, the school and parents/carers are given advice to best support and meet the needs of the child.
- The class teacher and/or SENDCo will meet with parents/cares as often as is needed to discuss your child's needs, support and progress.
- Pupil passports are usually reviewed and updated at the end of each time. This can vary from child to child dependent on need. If outcomes have been successfully achieved they will be removed, if outcomes have had little or no change they will remain the same but the strategies used within school will change. This ensures that progress is carefully monitored.
- The school has a nominated Governor for Special Educational Needs - Mrs D Mason.

The following table shows the processes involved in SEN assessment and how it is used within school to support your child:

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?
<p>Class teacher input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing more practical learning or different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task.
<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching assistant who has had training to run these groups. <p>These are often called Intervention groups by schools.</p> <p>(Stage of SEND Code of Practice: School SEN Support, which means they have been identified by the class teacher as needing some extra support in school or from a professional outside school, after putting strategies in place at class level)</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to enable them to work at a similar level to their peers. • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme.
<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>(Stage of SEND Code of Practice: School SEN Support, which means they have been identified by the class teacher as needing some extra support in school or from a professional outside school, after putting strategies in place at class level)</p>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made we will discuss your child's progress with you and together we will plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include:

<p>Professionals from outside school may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the behaviour support team Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better Support to set targets which will include their specific professional expertise Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit A group or individual work with an outside professional <p>The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</p>
<p>Specified Individual support for your child of, as a guide, 21 hours or more, in school.</p> <p>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by an Educational Health Care Plan.</p> <p>This means your child will have been identified by the class teacher/Inclusion Leader as needing a particularly high level of individual and small group teaching (as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the hearing impaired team</p> <ul style="list-style-type: none"> Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS. 	<ul style="list-style-type: none"> If one is not already in place, an Early Help Assessment will be carried out to ascertain Worry Statements and Well-Being Goals. This will be reviewed termly and may result in a request for external support. The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Cumbria County Council Website. Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time. The school will then meet with you and other professionals involved at a TAF meeting (Team Around the Family), and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, themselves and other involved professionals. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support they already receive. After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up another TAF meeting in school to ensure a plan is in place for your child to make as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be provided.

How will the curriculum be matched to my child's needs?

- Pupils with Special Educational Needs have their work differentiated in a variety of ways which makes it easier for them to access the curriculum. This could be via:
Task – adapting work within the classroom so it is appropriate to your child's need.
Support – this could mean seating your child with/near an adult or moving them into an optimal seating position if, for example, they are hearing or visually impaired. It could also mean including them in small group or 1:1 focussed interventions.
Outcome – adjusting what is expected as the outcome of a lesson. For example, a child with literacy and language difficulties might compose sentences orally by recording them on an iPad rather than writing them down.
- Teaching Assistants may be allocated to work with the pupil in a 1:1 or small group focus to target more specific needs.
- Specialist equipment may be given to the pupil e.g. writing slopes, pens/pencils grips or easy to use scissors if appropriate. This also extends to specialist apps on an iPad.
- Where concentration is a barrier to learning, regular brain breaks will be encouraged and all staff are vigilant to the physiological needs such as hunger, thirst or fatigue which can all impact learning.

How will I know how my child is doing and how will you help me to support my child's learning?

We encourage Parents/Carers to come into school whenever they feel the need but formally:

- We monitor progress on a term by term basis.
- There are two parents evenings a year and reports go out to parents twice a year which report on progress.
- An appointment with your child's class teacher and/or SENDCo can be made at any time.
- For children unable to access their year group appropriate assessments, class teachers will utilise a tool more suited to your child's stage of development. This does vary on a child by child basis but can often mean adapting previous years outcomes or looking at much smaller steps of progress.
- You will be involved with the termly review of the Pupil Passport to discuss progress and plan for the next term.
- The continuous and usual assessment routes will be followed: Early Years Foundation Stage Profile, phonics screening in year1, classroom work, timetable assessment in year 4, SAT's completed in Years 2 and 6.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

What support will there be for my child's overall well-being?

- On admission parents/carers are asked to identify pupils' additional pastoral, medical and social needs. The class teacher and/or SENDCo then have overall responsibility for the pastoral and social care of each pupil.
- Social and emotional needs are something we take seriously as a school and, through our JIGSAW PSHE program, we aim to have open, honest and supportive conversations about this throughout your child's school life.

- We use a process called Boxall profiling to support and monitor any children who have social and emotional needs – we may also being an Early Help Assessment (EHA) to ensure we are supporting them and their family.
- If a pupil has a medical need then a detailed Individual Health and Care Plan (IHCP) is compiled in consultation with parents/carers. Where necessary, this may also include the school nurse or other medical professionals. These are always shared with any staff involved with the pupil.
- Staff receive training for specific medical needs as appropriate (i.e. diabetes, epilepsy epi-pen etc.).
- Several staff have paediatric first aid training.
- The school follows statutory guidance in the administration of medicines and has a policy on the administration of medication. On a day to day basis class qualified staff members oversee the administration of any medicines. Parents need to contact the school office and complete a medical consent form if medication is recommended to be taken during the school day.
- School have a clear behaviour policy and anti bullying policy where staff are expected to be responsible for behaviour and parents are kept informed of any negative behaviour.
- Risk assessments are undertaken prior to any visits to include extra support for children with SEN.
- Any child with additional needs is always included, at an age appropriate level, in reviewing their support. For children with a Pupil Passport we discuss their likes and strengths as well as their aspirations for the future. For those with an EHCP, they complete a pupil profile document – either supported or independently – which is discussed at their annual review. If it is appropriate, children will also be invited to their annual review meetings to ensure their voice is central to the process.

What specialist services and expertise are available at or accessed by the school?

We have a range of experience amongst our staff, including those trained in speech and language therapy, dyslexia, autism and paediatric first aid. At times we consult with outside agencies to receive more specialised expertise such as Family Action (formerly Barnardos), educational psychologists and the specialist advisory teaching service.

What training are the staff receiving or have completed to support children with additional needs?

This is something which changes and increases with each school year. Many staff are paediatric first aid trained as well as being qualified to administer medications within school. Staff are trained to deliver speech and language therapy goals, develop fine and gross motor skills and deliver a range of academic interventions across the curriculum. We use several systems to support children with literacy and language difficulties within school which means staff are trained in the use of Lexia, Nessy and Toe by Toe. Staff are trained in the delivery of Lego Therapy which can support communication as well as social issues.

The pastoral team is highly experienced in the Early Help process and is available to support not only children with special needs but also their families.

How will my child/young person be included in activities outside the classroom including school trips?

We work closely with Parents/Carers to ensure that the needs of children can be met on individual visits or in after school clubs or external activities. For example, we might ask a member of staff to support children on a 1:1 basis so that they can access an after school club or school trip.

How accessible is the school environment?

- The school is all on one level.
- There is a wheelchair accessible bathroom which includes a shower facility.
- Ramps into school make the building accessible for all.
- Doors into and around the school are wide enough to allow for wheelchairs.
- Disabled parking is available in the school car park.

How will the school prepare and support my child when joining this school or transferring to a new one?

On starting our school in Nursery or Reception we want to make the pupil's admission and transition as smooth as possible:

- Parents are encouraged to visit the school prior to making admission arrangements via contacting the school directly.
- Liaising with nurseries by the Early Years teachers.

In school when children move classes we hold a change over day where the children spend a day in their new classroom prior to moving into the new class. We will also hold discussions with class teachers, support staff and pupils where necessary before pupils move classes. Information including SEN support records will be passed onto the new class teacher in advance. There will be a meeting between staff to discuss support in the new class.

When children move from our school we ensure:

- Discussions take place between the previous or receiving schools prior to the pupil joining/leaving.
- Records are transferred from this school promptly.

When children leave our school to join a Secondary School:

- Children take part in a transition day in the summer term prior to starting Secondary school.
- Class teachers meet with Secondary schools to pass on relevant information about the children.
- Secondary school staff visit pupils in their Primary school prior to them joining their new school.
- Additional visits to the child's new school are arranged if appropriate, including being part of a nurture group/project. They may also be accompanied by our School staff in appropriate to ensure they become comfortable.
- The school SENDCo will meet with the SENDCo at the child's new school and records/any paperwork is passed on confidentially either in person or via or CPOMS system.

How are the school's resources allocated and matched to children's Special Educational Needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The class teacher alongside the SENDCo will discuss the child's need and what support and resources would be appropriate as different children will require different levels of support in order to bridge the gap to achieve age expected levels.

How is the decision made about what type and how much support my child will receive?

Decisions are made in consultation between the class teacher, the SENDCo, the Headteacher, Teaching Assistants and any external agencies involved with your child. These decisions are based upon termly tracking of pupil progress and assessment to ensure the support is effective.

How do I make a complaint regarding the SEN provision?

Should you have a complaint regarding SEN please follow our Complaints procedure

How can I contact for further information?

Your first point of contact should be your child's class teacher but if you wish to discuss your child's educational needs further please see Mrs Hodges (Headteacher) or Mrs Gibson (SENDCo). If you are considering whether your child should join the school, please contact the School Office to make an appointment to meet the Headteacher.

dated: February 2023