

SEND Information Report and SEND Policy for Queen's Hill School 2017-2018

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). 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 or the proprietor's policy for pupils with SEN. The information published must and will be updated annually. Further, the background information that underpins the contents of this report is set out in the 2015 SEN Code of Practice regulations; these can be found by using the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

1. What do we mean by the term 'SEN'?

At different times in their school career, a child or young person may have a special educational need. The 2015 SEN Code of Practice defines 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 or disability if they:

- (a) Have a 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."**

2. What are the different types of SEN?

The 2015 SEN Code of Practice identifies four broad areas of need; the following text is taken directly from this document. It is worth noting at this point that individuals often have needs that cut across these areas and their needs may change with time.

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3. What is our SEN profile at Queen's Hill School?

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 not speak English very well or at all, they may be worried about different things that distract them from their learning. At our school we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our Current SEND Profile:

Pupils on our SEN(D) register	Communication & Interaction	Cognition & Learning	Social, emotional & mental health difficulties	Sensory and/ or physical needs	SEND	EHCPs
10%	50%	61%	27%	9%	34%	11%

4. Who can I talk to regarding my child's learning needs or disability?

At Queen's Hill we are committed to ensure that our pupils receive an educational experience that is specifically tailored to meet their personal needs. We therefore have a committed, dedicated team to ensure that this vision becomes a reality. Contacts at the school include:

1. Your child's class teacher
2. Inclusion Leader – Mr C Hadjigeorgiou
3. Nurture Lead – Ms J Eastaugh
4. Parent Support Advisor – Mrs N Price
5. Headteacher – Ms P Sheppard
6. Deputy headteacher – Mr M Roughsedge
7. Your link Governor – Mrs R Howard

5. How are different types of SEN identified at Queen's Hill School?

At Queen's Hill we have a clear and consistent approach to identifying and responding to SEN. The following process illustrates our approach to SEN identification.

- a. Initially concerns may be raised by parents or carers, teachers, teaching assistants and/ or the learner themselves. This will lead to an initial discussion involving these individuals in order to accurately identify any issues and to establish a plan to move forward. Such discussions will be recorded on a 'Record of Concern' document, a copy of which is then kept by the parent/ carer, teacher and SENCO. At this point a suite of diagnostic tests may also be applied. If deemed necessary, support from a medical professional may be advised.
- b. The progress and attainment of the pupil will then be monitored closely by the class teacher, and discussions will be held, as necessary with the pupil, parent/ carer and SENCO.
- c. Once a term has passed, or indeed sooner if considered necessary, if appropriate progress and attainment are now evident, the pupil may be removed from the 'Record of Concern' and monitored and assessed with the same rigor as the rest of the teaching group. However, if progress and attainment are still a concern, further diagnostic tests may be performed. Further, our SENCO will obtain support from other professionals, including an Educational Psychologist and an Advisory Support Teacher. If deemed necessary, support from a medical professional may also be advised.
- d. If a pupil is then diagnosed as having SEN, discussions between the class teacher, pupil, parent/ carer and SENCO and, if necessary, other professionals will lead to the creation of an 'Individual Education Plan' (IEP). A copy of this document will be kept by the parent/ carer, class teacher and the SENCO, and will feature targets, strategies to be used and success criteria. The child will be added to our SEND register.
- e. The SEND register is monitored and maintained by our SENCO.
- f. If the child has particularly complex needs, an Education, Health and Care Plan (EHC Plan) may be recommended. This may, in relevant circumstances, be used to support an application to a special school. More information regarding EHC plans can be found via the link below.
[http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/Introduction to SEND/Education health and care plans/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/Introduction_to_SEND/Education_health_and_care_plans/index.htm)
- g. All pupils identified with SEN will then be monitored and assessed through each half term, and the provision that they are afforded will be adapted accordingly.

6. What we do to support learners with SEN at Queen's Hill Primary School?

Every teacher in every school is a teacher of SEN. The daily provision of 'Quality First' teaching, incorporating personalized approaches to meet the needs of the individual, is the first step in responding to the needs of children with SEND.

Our Teachers will use various strategies to adapt access to the curriculum and to illicit rapid learning gains, these might include using:

1. Different objectives for different learners – this can be useful for some children in some lessons
2. Scaffolding – such as the use of writing frames in literacy and the use of examples and partially completed number sentences or problems in maths
3. Tasks of varying difficulty – including the use of access tasks and extension activities
4. Varied starting points – recognising that different children have different strengths and learning preferences
5. The provision of printed instructions
6. The provision of printed checklists – these may consist of success criteria, level descriptors or marking ladders
7. The use of independent learning activities, mixed ability pairings and groups
8. The provision of focussed learning equipment and writing aids

Intervention Programmes

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of additional support provided is dependent on the individual learning needs, and is intended to enable accelerated access to learning and overcome the issues identified. This support may involve the use of intervention programmes beyond the classroom, and is detailed on our provision maps, which describe the 'interventions' and actions that we undertake.

Our SENCO oversees the value of our intervention programmes to learning, by formally analysing attainment and progress data of those pupils that receive them; this occurs on a half termly basis. This analysis of impact is then used to determine whether or not specific programmes are effectual, and to identify the next stage in a child's tailored programme of support.

External Support

In certain circumstances it may be considered necessary to obtain short or long term input from additional externally based professionals. These may include educational psychologists, specialist advisory support teachers, SRB outreach services, speech and language therapists or CAMHS professionals. In such instances such input will be coordinated by our SENCO and discussed with the parents and pupils concerned.

7. What funding is available for SEN?

Queen's Hill Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN.

The Costessey cluster of schools also receive funding from the Local Authority which is distributed as 'top up' funding for learners who require additional support that exceeds that available to the school. The Costessey cluster funding for 2017-2018 is £186280. This money is distributed between ourselves, Ormiston Victoria Academy, Costessey Junior School, Costessey Infant School, Bawburgh School and Easton St Peter's Primary School.

8. How does the school find out if support is effective?

Monitoring progress is an integral part of teaching and leadership within Queen's Hill Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of any 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. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner agree what they expect to be different following this intervention.

Baseline (at the start of an intervention) and 'exit' (at the end of an intervention) data will be recorded, which can then be used to monitor the impact of the provision. If particular strategies or programmes of study are not working for a particular child, they can be changed.

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

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

9. What other opportunities exist to support my child's learning?

All learners should have the same opportunity to access extra-curricular activities. At Queen's Hill Primary school in 2016-17 we are offering a range of additional clubs and activities. These can be found on clubs timetable area of our website!

10. How are children prepared for the next step in their education?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Queen's Hill Primary school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

11. How can parents and carers have input into the provision, policies and procedures at Queen's Hill School?

Queen's Hill Primary school is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be consistently effective it needs regular input from parents/carers, learners, governors and staff. Please do not hesitate to discuss your thoughts, opinions and ideas with us; we want to hear them!

12. Admission arrangements for pupils with SEN or disabilities

Children with an Education, Health and Care Plan or Statement of Special Education Needs, naming our school, follow the transfer arrangements set out in the SEN Code of Practice and associated regulations and are not subject to the general admission arrangements. Other children without a Statement of SEN and will be subject to the general admission arrangements.

13. Access facilities for pupils with SEN

Our site was purpose built in 2008 and then extended in 2016; as such it has appropriately wide access areas and toileting facilities.

All learners should have the same opportunity to access extra-curricular activities. In our school we offer a range of additional clubs and activities. Please ask at the school office for more details.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCO to discuss specific requirements.

Please see our accessibility plan for more details.

14. Where else can I find useful information?

The Norfolk SEND Local Offer

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Information on EHCPs in Norfolk

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/introduction-to-send/sen-support/ehc-plans>

The Norfolk Early Help service

<https://www.norfolk.gov.uk/children-and-families/early-help>

Speech and Language services in Norfolk

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/early-years-education-and-training/early-years/support-services/speech-and-language-therapy>

The Norfolk SEND Partnership

<http://www.norfolksendpartnershiass.org.uk/>

The 2015 SEND Code of Practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Norfolk CAMHS services

<https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health/mental-health-camhs>