

Special Educational Needs and Disability (SEND) Information Report for
St. George's Primary and Nursery School 2020-21
(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 and Disability. All governing bodies of maintained schools and nursery schools have a legal duty to publish information on their website about the implementation of the governing body's support for pupils with SEND. The information must be published annually.

At St. George's Primary and Nursery School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer.

Who to contact in our school about SEND:

If you have questions about your child, please make an appointment to talk to your child's class teacher in the first instance.

SEND Co-ordinator:	Miss Denise Holland
Head Teacher:	Mrs Melodie Fearn
SEND Governor:	Ms Jo Wheadon

For specific information about the Norfolk Local Offer please look at the website:

http://www.norfolk.gov.uk/childrenservices/special_educational_needs_and_disabilities/index.htm

Our Mission with Teaching and Learning

We support young people, their families and adults in our school to build firm foundations for a love of learning that will last a lifetime. We nurture and value children as individuals and help them to develop respect and responsibility for themselves, others and the wider world. At St. George's Primary and Nursery School we strive to support all children to achieve at school to meet their individual needs. We aim to help all learners reach their full potential and we are committed to our responsibility towards the identification, assessment, support and review of children with special educational needs.

Aims & Values of Our School

- To provide a nurturing, happy, fun and creative environment where everyone can grow as an individual, enjoy coming to school and make a positive contribution to the global community.
- To value parents and families as learning partners.

- To promote a caring, responsible and enthusiastic attitude to learning that will last a lifetime.
- To develop confidence, self-esteem, independence and resilience giving children the skills to cope with life.
- To encourage self-discipline based on the understanding of right and wrong and the recognition of the needs of others within the community.
- To have the highest expectations in everything we do and encourage everyone to reach their full potential.
- To foster appropriate tolerance, respect of difference and of each other whilst promoting community cohesion through the celebration of our school's diversity.

SEND Teaching and Learning

We value high quality teaching for all learners and rigorously monitor teaching and learning. Children with Special Educational Needs are supported in all areas of school life through our inclusive culture. All teachers have expertise in differentiating the curriculum to meet the needs of pupils. A special educational needs (SEND) teacher is employed part time, to co-ordinate and support individual needs. Learning Support Assistants are also trained to assist children in class.

We aim to create a learning environment to meet the needs of all of our school community. We have developed an accessibility plan and a Disability Inclusion Policy that enables the school to meet the requirements of the Disability Discrimination Act 1995.

At St. George's all children with special educational needs and disabilities participate as fully as possible in the Early Years Foundation or the National Curriculum alongside their peers.

We continually assess learning and closely monitor the progress of all learners. All children identified with SEND have an Individual Learning Plan (I.L.P.) which sets out attainable but challenging targets to ensure the children's progress over a specified timescale. This stage is known as SEN support. I.L.P.s are written and reviewed termly or more frequently if appropriate. Parents receive copies of the I.L.P.s and are encouraged to be involved in the children's learning. Class teachers also complete a termly class provision map to demonstrate how pupils with SEN are supported. In addition to direct school support, outside agencies and specialist learning support teachers, an educational psychologist etc. may be involved in assessing children's needs and supporting their learning. Children who have significant and complex needs may need an Education Health and Care Plan to be drawn up by the Local Authority with advice from professionals and with parental involvement.

How we identify SEND

Some children have barriers to learning that mean they have special needs and require particular action by the school.

At different times in their school career, a child or young person may have a special educational need. The DfE Code of Practice 2014 defines SEND as:

"A child or young person has SEND 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."**

If a learner is identified as having SEND, we will aim to overcome the barrier to their learning through provision that is "additional to or different from" the normal differentiated curriculum.

Learners can fall behind for lots of reasons. They may have been absent from school for long periods, they may not speak English or family problems may be distracting them from learning etc. such issues make these children vulnerable learners but does not necessarily mean they have Special Educational Needs or a Disability. At St. George's we will always intervene when children are at risk of not learning but only children with a learning difficulty that requires special educational provision will be identified as having SEND.

School SEND profile Autumn 2020

Children identified as having SEND 19.5% (excluding Nursery 42/200 Sept. 20)

2 children currently have an EHCP (1%)

Children identified as having SEND linked to:

- | | | |
|-------------------------------------|------|---------------|
| • Cognition and Learning | 9% | (18 children) |
| • Communication and Interaction | 6.5% | (13 children) |
| • Social, Emotional & Mental Health | 2.5% | (5 children) |
| • Sensory & Physical | 3% | (6 children) |

Assessing SEND at St. George's Primary and Nursery School

Class Teachers, support staff, parents/carers and the learners themselves may initially identify a difficulty with learning. If this difficulty cannot be resolved through normal class practice, an assessment of the need is made through: observations of the child and discussion with the class teacher, parents/carers, the child and the school Special Educational Needs & Disability Co-ordinator (SENDCo).

For some learners we may want to seek advice from specialist teams. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer SEND page of the County website: www.norfolk.gov.uk. In addition we use some independent services such as a Learning Support Teacher and an Autistic Spectrum Disorder specialist Teacher. We also employ Learning Support Assistants to deliver intervention (as detailed in the provision map and co-ordinated by the SENDCo). Each class has at least 1 full time TA who supports children with SEND in class when appropriate.

How do we support SEND learners?

Every teacher is required to adapt and differentiate the curriculum to ensure access to learning for all children in their class. They use a variety of strategies to do this which may include:

- Visual timetables
- Writing support e.g. frames
- Technology to support learning including recording systems
- Peer buddies
- Positive rewards systems for individual children
- Practical apparatus to support learning

Each learner identified as having SEND is entitled to support that is "additional to or different from" a normal differentiated curriculum. 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 identified. An annual provision map for SEND is drawn up to detail the support the school is able to offer.

Our provision map is made available to schools in the GY7 cluster and to other schools on request.

Governors are made aware of the provision map and monitor the impact of interventions on learning across the school.

Funding for SEND within school

St. George's Primary & Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEN memorandum. The amount of funding we received for the financial year 2019-20 it was £121,187 and for 2020-2021 it is £118,720.

The Local Authority holds "top up" funding centrally for learners who require support that exceeds that available from the school. The school has to bid for funding to meet this need but this process is not always successful in obtaining the funding required. In 2019-2020 this totaled £13,216 and in 2020-2021 to date £9,164 has been allocated.

How do we know if the support we offer is effective?

Monitoring progress is an integral part of teaching and leadership within St. George's Primary and Nursery School. Parents/carers, pupils, staff and Governors are involved in reviewing the impact of interventions for learners with SEND. We follow the "assess, plan, do, review" model and record this process in the form of an Individual Learning Plan which involves parents/carers and children. Intervention is chosen and applied in order to help a child overcome a barrier to learning. The impact of intervention is evaluated through comparison of a baseline (on entry) and exit assessment (following the intervention). Intervention will be time limited and have a specified expectation of outcome.

Reviews of ILPs or EHCPs will take place at least termly and will directly involve parents/carers in a formal meeting where progress and next steps will be discussed. In addition there is a formal annual review of every EHCP.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention evaluation is shared with other schools through the SENDCo network.

Progress and attainment data of all learners is closely monitored by teachers, Senior Leaders, Governors the Local Authority and OFSTED. We participate in cluster and Local Authority moderation activities to ensure standardisation and quality assurance in our judgements.

What is an Educational Health Care Plan:

The majority of children and young people with SEN or disabilities will have their needs met within the school. Some children and young people may require an Education and Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adult hood. (DfE Code of Practice 2014)

Other Opportunities for Learning

All learners have the same opportunity to access extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Please contact the Head Teacher to discuss any specific requirements. For the latest information about clubs please look at the school website www.stgeorgesprimary.norfolk.sch.uk or speak to the school office.

All staff at St. George's Primary & Nursery School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimize a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments".

The Equality Act 2010 definition of disability is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." (Section 1(1) Disability Discrimination Act 1995.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children who have a disability

do not necessarily have SEN but may be covered by SEN legislation as there can be overlaps with disability legislation.

Preparing for a change in learning

Transition is 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 etc. St. George's Primary & Nursery 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 SEND. Moving classes or on to another school will be discussed with you and your child at their end of term review meeting.

Have your say

Parental views are important to us at St. George's Primary & Nursery School. We will involve you fully in your own child's learning and development and the decisions for appropriate provision. In addition we welcome views in a wider context of SEND provision and ask that parents/carers help us to regularly evaluate our offer to learners with SEND.

Useful Links

www.norfolk.gov.uk/SEN

Parent Partnership: For impartial information, advice and support you can contact Norfolk SEND Partnership. Tel: 01603 704070.

Email: sendpartnership.iass@norfolk.gov.uk

www.dfe.gov.uk

National Autistic Society

The Communication Trust (speech and Language)

The Dyslexia Trust