



The Dove Federation

Executive Headteacher: Mrs Sarah Disney



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Our vision is to create a happy, nurturing and inspiring school family that enables everyone to grow to their full potential and embrace the future as understanding, compassionate individuals.

Special Educational Needs and Disabilities Report 2019

Our SENDCO

Mr Marcus Halmshaw is the Special Education Needs and Disability Coordinator (SENDCO) for Caston Primary school. He can be contacted via the Caston School Office on 01953 8483 304.

Our aim

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations from everyone (teaching staff, support staff, parents and the children) involved in the process of special provision.
- To provide full access to all areas of the curriculum, whatever the special need.

We aim to be an inclusive school with support from the Local Authority as necessary to make this possible.

Identification and Provision

At Parker's Primary School, we believe it is important to the well-being and achievement of all our children to identify additional needs as soon as possible. All children are unique and develop at different rates; sometimes it can take longer for a special educational need to become evident.

As a school we identify pupils with Special Educational Needs and Disability in a number of ways:

- Information and concerns raised by parents or carers; we have an open door policy so parents can raise concerns at any time, initially with the class teacher.
- Class teachers, support staff and the learners themselves may be the ones to notice a difficulty with learning.

- Liaison with the previous school or pre-school provides valuable information, whether the child transfers to us into reception or at any point during their time in primary school.
- Tracking and monitoring of progress by class teacher is an on-going process and may raise concerns as well as pupil progress measured termly in assessments.
- Information from external agencies e.g. health, social care, adoption agencies, Looked After Child carer or social worker.

If parents have any concerns about their child's learning they should:

- Talk to the class teacher about their concerns.
- Parents can also make an appointment to phone or meet the SENDCO.

Assessing your child

We use a range of assessments to gain a better understanding of a child's abilities and needs depending on the child's age and understanding. The assessments we are currently using include:

- Foundation Stage Profile
- Talk Boost assessment tool
- Welcomme Speech and Language assessment
- Salford reading test
- Youngs spelling test
- Sound Discovery
- Sandwell Maths assessment
- PUMA maths assessment (in year 1)
- NFER assessments for maths, reading and GAPs (years 3-5)
- SATs assessment tests (years 2 & 6)

Monitoring progress

Our monitoring process is an integral part to teaching and learning for all children at Parker's Primary School. We follow the 'asses, plan, do, review' model from the Code of Practice. When a child has been identified as having a special educational need then either a provision map or Individual Education Plan (IEP) will be put in place, depending on a child's level of need. This involves a meeting with the child, parents/carers and the class teacher. The needs of the child are discussed, how best to support the child, termly targets are set and the interventions and support to be put into place are used to create a provision map or IEP. From this interventions are put into place and reviewed termly during pupil progress meetings and using intervention dashboard.

The SENDCO monitors all of the interventions used and the progress of all SEND children. Children, Parents/Carers as well as teaching and support staff are directly involved in the reviewing progress. The review is part of parent's evening meetings held once a term. The child's progress is discussed; evaluated and next steps are planned. Outside agencies are sometimes commissioned to work with individual children when they assess, plan, do, review cycles are not showing accelerated progress or further advice is needed.

If a child has a statement or Education Health and Care Plan (EHCP) the same termly review meetings take place, but the EHCP is also be formally reviewed annually. The SENDCO keeps records of every child with SEND in the school. All children are assessed once a term (3 times a year) however children with SEND may be assessed more frequently. Once an assessment has taken place the SENDCO is informed of the outcome and next steps are discussed. All interventions are recorded and monitored through the school's 'intervention folders' and 'intervention dashboard' where progress and impact is evidenced and accelerated progress is achieved. EHCP referrals can be completed by the school if we feel we are not currently meeting the child's needs and extra support is required or involvement of other health professionals is needed. Parents can also apply for an EHCP, paperwork and instructions on this can be found on the Local Offer (see below)

Joining our school

We recognise that arriving at a new school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If a child is planning on moving to our school:

- We invite parents to visit the school with their child to have a look around and speak to staff.
- The SENDCO will attend any Annual Reviews of children transferring from pre-school and attend transition meetings.
- Additional visits are arranged as needed over an extended time period to support individual need.
- If other professionals are involved with the child, a meeting of all professionals may be held to discuss the child's needs; share strategies used, and ensure provision is put in place before the child starts.
- Visits to their existing setting (e.g. pre-school) will be made by staff and SENDCO.

- We may put 'settling in' strategies in place
- If a child has moved to our school without a transition, we will contact the previous school to arrange for transfer of information as soon as possible, which will include telephone/ face to face meetings if required.
- Each child will be monitored and any necessary additional support will be discussed with parents, the class teacher and other relevant professionals.
- The class teacher will endeavor to assess a child's levels of attainment in numeracy and literacy as soon as possible to their arrival at our school and will plan accordingly, with SENDCO input, as relevant.

Moving on

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We can contact the new school's SENDCO to discuss any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

- If needed, transition visits over an extended period of time can be arranged.

When moving classes in school:

- Information and relevant documents (including a record of support) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and spend time in their new classroom prior to the end of the summer term (in 2016-17 we had several transition mornings/ afternoons and one whole day.)

In Year 5:

- Children with Statements or EHC plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate secondary school options.

In Year 6:

- The SENDCO (or inclusion manager) from our feeder High Schools meets with the SENDCO at Parker's Primary and is invited to attend Annual Review meetings.
- An enhanced transition project has been developed for SEND children in their transition to high school which has included additional visits.

External Personnel and Other Agencies

We work closely with the Educational Psychology and Specialist Support team (EPSS), Educational Psychologist, Specialist Support Teacher, professionals from the Short Stay School for Norfolk, School to School Support (S2S), Virtual School Sensory Support team, Speech and Language team (SALT), Occupational Therapists, ASD team, Gemstones (bespoke behaviour support), One2One Counselling, CAMHs, Specialist School support and the School Nursing team. We will continue to work alongside these agencies as well as voluntary organisations such as The Benjamin Foundation and Family Action over the coming year.

Staff training and deployment

Our staff receive regular training to ensure high quality teaching and support. Staff are currently trained in:

- Basic British Sign Language
- ELKLAN speech and language
- Talk Boost
- Autism awareness training
- Dyslexia friendly teaching practice
- First Aid
- Norfolk Steps training
- Sound Discovery phonics programme
- Read, Write Inc phonics programme
- Prevent Training

Over the next year some of our staff are also being trained in:

- The Nuture approach

Support staff are deployed according to individual needs. Although some children do have 1:1 support for the school day, we work hard to ensure they are given opportunities to develop their independent skills. Teaching assistants are training in delivering specialised interventions and work alongside teachers and the SENDCO to deliver these throughout the school. During the mornings support staff mainly support children within their class and during the afternoons support staff deliver specific interventions throughout the school to a range of children.

Our school's current data

Parker's Primary school has 15 pupils (14.3% with SEND (accurate at time of reporting)). The pupils are categorised according to the new SEND code of practice 2014. The percentage of pupils within each category is shown below;

Behaviour, Emotional and Social difficulties	4 pupils out of 105 = 3.8%
Cognition and Learning	7 pupils out of 105 = 6.67%
Communication and Interaction	4 pupils out of 105 = 3.8%
Physical and/or Sensory	Nil pupils out of 105 = Zero

Whilst some children's needs cover more than one category, for the purpose of the above data only their primary need has been included. We have 5 pupils who have an Education, Health and Care Plan (EHCP) and 1 child who is awaiting a decision. EHCPs have replaced "Statement of Special Educational Needs".

SEND profile by year group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Pupils identified with SEN	16	12	15	13	18	14	17	105
Pupils who have an EHCP	2	0	0	0	0	0	0	2
Pupils awaiting outcome of an EHCP	1	0	3	3	2	3	1	13

Equality

Parker's VC Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Complaints

Our school's Complaints Procedure can be found on our website. Any concerns should, in the first instance, be addressed to the Headteacher who may involve Governors as appropriate in line with the school's Complaints Procedure.

Local Offer

The Local Authority have published a "Local Offer" to outline services available to children and their families. It explains what they can expect from a range of local agencies and will signpost you to further support if needed. Information on Norfolk's Local Offer can be found on the Norfolk website:

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

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To be updated August 2018 to ensure new policy reflects changes to arrangements and provision for pupils with SEND.