

SEN-D Policy and Information Report for Fakenham Infant and Nursery School 2020 / 2021

Contributing to the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN-D Policy and Information Report which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEN-D). The Norfolk Local Offer can be found here:

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

If you would like to contact us please do so via the school office. The best people to contact are;

Mrs Sarah Gallichan – Head Teacher

Miss Emma Kiley – SENDCo

Mrs Yvonne Langley - Chair of Governors / SEND Governor

Our approach to teaching learners with SEN

'Together We Can' is our school vision and the staff at Fakenham Infant and Nursery School aim to work together to lift barriers to learning for all children. We recognise that pupils are individuals with individual needs. We realise that some of our children may experience difficulties with their learning and other aspects of school life at some time during their education with us and we aim to provide support and resources to meet pupil's needs.

The *Special educational needs and disability code of practice: 0 to 25 years* states that "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 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 the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

We aim to fulfil the principal aims of the *Special educational needs and disability code of practice: 0 to 25 years*

- A child with SEND should have their needs met.
- The needs of children will normally be met in mainstream schools.
- The views of the child should be sought and taken into account if possible.
- Parents have a vital role to play in partnership with the school.
- Children with SEND should be given a broad, balanced and relevant education.

Responsibilities SEND-Co

The named Special Needs and Disabilities Co-ordinator (SENDCo) for the school is Miss Emma Kiley (National SENCo qualification held) who can be contacted by phone on 01328 864511 and by email at ekiley@fakenhaminfantschool.org.uk.

In our school the key responsibilities of the SENCo will include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Maintaining an up-to-date register of children with SEND
- Coordinating provision for children with special educational needs.
- Liaising with and advising other teachers.
- Overseeing the records of children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the training of staff.
- Liaising with external agencies.
- Managing financial and other resources in conjunction with the Head.
- Liaising with other senior leaders to examine the progress and attainment of children with special educational needs.

SEND Governor

Whilst the whole governing body are responsible for managing the implementation of this policy, particular responsibility is devolved to a member with specific interests in special educational needs. This named SEND Governor is Mrs Yvonne Langley.

The key responsibilities of the SEND governor include:

- Reporting issues relating to special educational needs to the governing body.
- Liaising with the SENDCo to oversee the day-to-day operation of the school's SEND policy.
- Oversee the reporting to parents of issues relating to the day-to-day operation of the school's SEND policy.
- Ensuring that an SEND report is presented to the Learning and Achievement governing committee.

Teaching Staff

At the heart of the [Teacher Standards 2012](#), is the requirement for all teachers to “adapt teaching to respond to the strengths and needs of all pupils. Teachers must:

- know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learning, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.”

How we identify learners with SEN-D

There are four main areas of need within SEN-D, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and/or Physical needs. Our SEND profile for July 2020 shows we have 12.8% of children identified as having SEND, and of those with SEND 3% have an Education, Health and Care Plan.

Percentage of children are identified as having SEN:

Children may be in more than one category so the total will not equal 100%

9% linked to Cognition and Learning

79% linked to Communication and Interaction

3% linked to Physical and Sensory

12% linked to Social, Mental and Emotional Health

All children at Fakenham Infant and Nursery receive quality first teaching with targeted work focusing on any areas of their learning which need additional support. We recognise that early intervention is essential and that reviewing and monitoring pupils' needs is a continuous process throughout a child's time at our school. We monitor all children regularly, from day-to-day learning through to half-termly and end-of-year assessments. Pupils are discussed at half-termly pupil progress meetings held between the class teacher and a member of the senior leadership team. As well as discussing pupils' progress within class and through any interventions provided, children causing concern will also be considered and alterations to their provision will put in place. Some children may join the school in the nursery or reception classes with a range of needs already identified and the professional assessment process started. For most children, the class teacher identifies the first indications of special educational needs through monitoring of the child's performance.

These conversations will begin the process of a graduated response. The pupil will have access to 1-1 or small focussed group, run by either a teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and inform future planning. A child at this stage would not be considered to have a Special Educational Need as the provision in place is standard practice by our teachers as part of Quality First Teaching. In the event that the additional support which has been put in place is not having the desired impact on the child's progress, the SENCo will request additional external assessment from expert agencies and professionals to inform the future provision. If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. Your child would now be considered to have a Special Educational Need and would be monitored under a category called SEN Support.

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 the learning identified. This support is described on the school's provision map, which details the interventions and actions that we undertake at Fakenham Infant and Nursery School to support learners with SEN. We modify the provision map regularly following regular pupil progress meetings as our learners and their needs change.

Assessing SEN-D at Fakenham Infant and Nursery School

At Fakenham Infant and Nursery School we use an Assess, Plan, Do, Review approach. Where SEN-D has been identified the class teacher, working with the SENCo, will carry out an analysis of the child's needs using teacher assessment and observations, prior attainment and progress, the child and parent's views of their need as well as any additional assessment information on the child to create a pupil passport. The needs of the child will be reviewed, at least once a term, and new outcomes and/targets set with the child and discussed with their parents focusing on the impact on the pupil's progress.

The SENCo is responsible for assessing the impact of the interventions which are used in the school to ensure that the pupils are receiving the best possible support and that it is suitable for their needs.

Where the pupil has an Education Health and Care Plan (EHCP) it is the responsibility of the local authority to ensure this is reviewed at least every 12 months. This is likely to take place at school with the Head, SENCo and the parents.

What we do to support learners with SEN-D at Fakenham Infant and Nursery School

At Fakenham Infant and Nursery School learners with SEN-D are supported in class as much as possible. Where additional support is needed interventions may be used in small group or 1-1 settings. We use a variety of evidence-based interventions to ensure that the provision is the most effective that it can be with TAs and HLTAs trained in their delivery. The teachers ensure that they monitor the interventions which take place and ensure that they link in with the whole class learning which that child receives.

In Key Stage 1 the maths and literacy interventions are planned by the class teacher so that they focus on the specific needs of the pupils. These take place in small groups or 1-1 with teaching assistants and are regularly assessed to ensure that they remain specific and focused.

Emotional and mental health support is provided by Mel Walker once agreement has been given by parents. In classes where it is appropriate there have also been specific interaction skills groups to support children who have social and emotional difficulties so that they can learn the skills needed to communicate and interact with other children in an appropriate way. A Nurture group is also available within the school where staff become a role model and offer support to children as they learn to academically and socially develop their confidence, become responsive to others, learn self-respect and take pride in behaving well and achieving.

A Recovery Curriculum will be in place in 2020-2021 to support children on their return to school after the effects of Covid-19 restrictions. Our aim is to positively reignite the flame of learning for every child through 5 levers: Relationships, community, Transparent Curriculum, Metacognition and Space. The losses that children have encountered due to Covid-19 may impact majorly on the mental health of children with anxiety, trauma and/or bereavement potentially being triggered. All staff have undertaken training and will be supporting the mental health of all children on their return and throughout the school year. More information on the recovery curriculum can be found at - <https://www.evidenceforlearning.net/recoverycurriculum/>

Physical and sensory needs are supported through the use of different equipment including depending on need. This may include; coloured paper/overlays, writing slopes or pencil

grips. We have a sensory room which is designed to develop a person's sense, through special lighting, music and objects as well as a Sensory Circuits programme. Sensory circuits is a short sensory motor skills programme that helps to set children up for the school day enabling children to reach the level of alertness needed to concentrate during lessons.

Funding for SEN-D

Children are funded through their basic per pupil entitlement. Some children require additional support above this and Fakenham Infant and Nursery School will initially meet this support, where possible, through the school budget. If additional funding is needed, for example where a child may need to be supported by an additional adult or where specialist equipment is needed, additional are available for exceptional circumstances and there is a process where the school can apply for this funding.

Preparing for the next step

We work closely with the SEN-D department at Fakenham Junior School to ensure smooth transition. We discuss all children who have received additional support and/or children we recommend receiving help to settle into the Junior School with Jennie Bates, Fakenham Junior School SENDCo. Children transitioning to any other school provision will also undergo the same level of information sharing and we will support the child and school with any and all of their recommended transition activities where possible.

Useful links

The Norfolk Local Offer is available at: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

East Coast Community HealthCare <https://www.ecch.org/>

Just One Norfolk: Children and Young People's Health Services Norfolk
<https://www.justonenorfolk.nhs.uk/>

The Special Educational Needs and Disability Code of Practice:0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Sense - for everyone living with complex disabilities www.sense.org.uk

Fakenham Gateway and Children's Centre 01328 864511

Asperger East Anglia: <http://www.asperger.org.uk/> Children and Families Group is held at Fakenham Junior School on alternate Saturdays. Contact: ruth@asperger.org.uk

Recovery Curriculum - <https://www.evidenceforlearning.net/recoverycurriculum/>