



SEN Information Report and Policy for Bressingham Primary School 2016-17

Part of the Norfolk Local Offer for Learners with SEN

Our buddies wear a cap in the playground and are always there to help other children. They also help the reception children settle in.
-Bressingham Pupil

I've had a huge amount of support in Maths including after-school boosters so now I feel ready for High School.
-Bressingham Pupil

Children coming to this school shouldn't feel worried if they feel a bit behind in their learning because this school will help you catch up quickly.
-Bressingham Pupil

Support from the same TA over time has brought my reading on so that I am now reading at the right level for my age.
-Bressingham pupil

The adults in our class help me to understand things – they make everything clearer!
-Bressingham Pupil

Being part of the Outreach Group has been really helpful for sorting out social strategies for me – like a code word I now use when I am stressed and need a bit of time out.
-Bressingham Pupil

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disability (SEN). We have a legal duty to publish information on our website about our policy for pupils with SEN. The information published will be updated annually.

A summary of our School Offer for Learners with SEN can be found at the end of this report. This provides an overview of the provision we offer. If you wish to discuss any SEN matters the best people to contact are:

Gavin King – SENCO, Headteacher
Dawn Gudde – SENCO, Deputy Headteacher
Joanna Ward – (National Award) Deputy Headteacher
Emma Sullivan – (National Award)

Alternatively, if you think your child may have SEN please speak to their Class Teacher.

Our Approach to Teaching Learners with SEN

At Bressingham Primary School we aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. Our vision is for:

‘High achievement for all in a growing, thriving, village school, where every pupil learns how to learn, makes a significant contribution to the community and leaves with truly memorable experiences’.

We believe in participation for all. We want all adults and children to participate in learning and aim to raise standards for all, closing any gaps affecting pupils’ progress. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We monitor progress of all learners, and staff continually assess, ensuring that high quality learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff.

How we identify SEN

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

“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.”

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.

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 learning. At Bressingham Primary 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. **As detailed above, only those with a learning difficulty that requires special educational provision will be identified as having SEN.**

Assessing SEN at Bressingham Primary School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Bressingham Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available which we share across our cluster of schools.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on their Local Offer website. (A link can be found on our school website).

What we do to Support Learners with SEN at Bressingham Primary School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards detail the expectations on all teachers.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- visual timetables
- writing frames
- i-pads, laptops or other alternative recording devices
- peer buddy systems
- positive behaviour rewards system

Each learner identified as having SEN, 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. This support is recorded on provision maps which describe the interventions and actions that we undertake at Bressingham Primary School to support learners with SEN across the year groups. Our provision maps are working documents which are modified regularly through the year, as our learners and their needs change.

Our provision map is shared anonymously within our cluster of schools and with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

What if they need more?

If we consider children to require further involvement over and above that detailed within a provision map, or a child has an existing Statement or an Education, Health and Care Plan in place, we hold a 'Personal Profile' meeting. The regularity of these meetings will be dependent on need and will involve parents, class teacher, SENCO, teaching assistant and pupil.

Funding for SEN

Bressingham Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. The Diss Cluster of schools also receive funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. All schools in the Diss Cluster have signed an agreement which helps us work together. The Diss Cluster of schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Bressingham Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of 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. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be as part of a formal review meeting held with parents each term, where we all discuss progress and next steps. If a learner has an existing Statement or an Education Health and Care Plan (EHC plan), the same review conversations take place, in addition to a formal review annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is shared across the whole school and monitored by Senior Leaders and Governors. We link with other schools for moderation activities so we can ensure that our judgements stand up to scrutiny. Our data is also monitored by the Local Authority and Ofsted.

Preparing for the next step

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. Bressingham 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.

Useful links

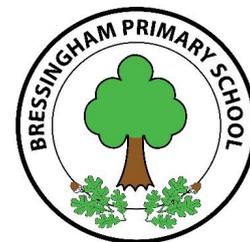
Bressingham Primary School Anti-bullying policy and Accessibility Policy-
<http://www.bressingham.norfolk.sch.uk/virtual-office/policies-aims-and-values>

SEN in Norfolk – www.norfolk.gov.uk/SEN

Parent Partnership - <http://www.norfolkparentpartnership.org.uk/>

National SEND code of practice: 0 to 25 years -
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Parent Support advisors – Diss Resource Base, Shelfanger Road, Diss 01379 642425



School Offer Summary

This summary is designed as a tool to support parents and carers in understanding the range of SEN support and provision on offer at Bressingham Primary School.

Social Skills programmes/support including strategies to enhance self-esteem

- Playground buddies
- Circle time activities
- 'Outreach' group – designed to enhance self-esteem through personal targets
- 'Time to Talk' and 'Socially Speaking' games
- Peer mediators – children themselves support one another in resolving any playtime disputes
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Access to a supportive environment – IT facilities/equipment/resources etc.

- Access to own laptops or ipads, sometimes through 'Access through Technology'
- Visual timetables
- Coloured overlays for reading; coloured paper, coloured interactive whiteboard backgrounds
- Specialist equipment to access the curriculum e.g. writing slopes, named pencils for coloured blindness, pencil grips
- IT software provision to enhance curriculum and for interventions e.g. Nessy, Dynamo Maths, 2Type, RM Maths, Easy Keysi, Choose it! Ready Mades, Communicate In Print, Espresso
- Disabled access ramps
- Disabled toilet / shower / hoist facilities (adult & child)
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Strategies/programmes to support speech and language

- Interventions from a speech and language therapist
- Talk partners
- Use of visual strategies to support language
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Strategies to maintain regular communication with parents

- Meet and greet session at the start of the day
- Regular parental contact via home-school book and 'open door' policy
- SEN Statement of EHCP Review meetings
- Personal Profile meetings – regularity is dependent on need
- Story or subject-focused cafes
- Work with the Diss Cluster Parent Support Advisors
- Family drop-in sessions
- Family assemblies

Strategies to support/develop literacy including reading

- Small group support for guided/shared reading and writing
- 'Trackers' reading resources
- Story or subject-focused cafes
- School library
- Literacy aids easily accessible in classes
- Fully trained Sounds Discovery teacher

Strategies to support/develop numeracy

- Small group support in class
- Planned interventions such as Nessy or Dynamo Maths
- 1:1 or small group after school booster opportunities
- Fully trained Catch Up Numeracy teacher

Strategies to support behaviour

- Use of the school behaviour policy
- Behaviour checklists in all classes
- Peer mediation
- Positive behaviour modelling in classes
- In class reward systems
- Support from The Benjamin Foundation
- Many staff are Norfolk STEPs trained

Strategies/support to develop independent learning

- IT / Cloud based homework opportunities
- Learning logs
- Library membership for all pupils
- Continuous provision opportunities across KS1

Support/supervision at unstructured times of the day

- Named TA at playtimes when needed
- Named midday supervisor at lunchtime when needed
- Named teacher on the gate at the end of the day

Before and After School

- Breakfast Club from 7:30am
- Many sports clubs after school (list available from the office)
- Many other clubs after school (list available from the office)