

A Short Guide to SEND at Norton Free C of E Primary School



Our vision statement:

At Norton Free we aim to meet the needs of all children and in doing so have created an inclusive environment in which all the children are positively encouraged to reach their potential.

A list of key terms we may use:

Autistic Spectrum Disorder (ASD)	Autism affects how a person communicates with and relates to other people, and how they experience the world around them.
Attainment	A pupil's ability compared against expectations for their year group taken from the National Curriculum.
Attention Deficit/Hyperactivity Disorder (ADHD)	Children with ADHD show symptoms of inattentiveness, hyperactivity and impulsiveness.
Dyscalculia	Children with Dyscalculia show similar traits to children with dyslexia in terms of a weakness with working memory but the difficulties are specifically around maths and number.
Dyslexia	Dyslexia is a specific learning difficulty, which means it causes problems with certain abilities (such as short term memory and processing) used for learning.
Dyspraxia	Dyspraxia affects a person's co-ordination, fine (small movements) and gross (large movements) motor skills.
Educational Health Care plan (EHC)	An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. School need to be apply for an EHCP through the local authority (Sheffield SEN service) but this is usually only needed if the child has complex needs and may need to access specialist provision.
Interventions	Additional targeted support that is offered to support a child with a learning difficulty. These may be led by a teacher or a teaching assistant and may be in the classroom or outside of the classroom
Learning difficulties	Difficulties with learning or acquiring skills and knowledge at a level that would expected for their age group.
Monitoring	School will monitor the child's progress closely with the consideration that they may move to SEN support in future if they do not make accelerated

	progress to meet the expected standards of their year group.
Myplan	A Myplan is not a legally binding document but is written for children with complex needs. It is a document used in Sheffield to collate views of parents, provision in school and the child's background/history. The targets from a Myplan are used as part of the evidence for an EHC application should school/parents decide to apply for one.
Progress	The speed of development towards a target.
Quality first teaching	Effective inclusion of all children in high quality everyday personalised teaching. This will be delivered by the class teacher.
Special needs	The term 'special needs' is used when a child has a learning difficulty or disability that requires special education provision to be made for him or her.
Structured conversation	A structured conversation usually lasts 20 minutes. It is a termly review meeting for parents and children who are the special educational needs register. We discuss classroom provision and future targets in these meetings.

Our mission:

Norton Free Church of England Primary School is committed to providing a **high quality** education to all our pupils. We actively seek to **remove barriers to learning** and participation that can hinder or exclude pupils. This means that equality of opportunity must be a reality for our children. We strongly believe that all children are entitled to a **broad and balanced** academic and social curriculum including those with a Special Educational Need or Disability (SEND). All of our teachers committed to meeting the needs of all pupils in their care and promoting the culture and **ethos of inclusion** within the school community. All of our pupils have the opportunity to be included in **all aspects of school life**.



SEND Code of Practice: for 0 to 25 years

The Children and Families Bill was enacted in 2014 and led to a new Code of Practice for SEND which all schools must follow.

Family-centred

At Norton Free we strive to ensure that all decisions made surrounding the needs or support offered to one of our pupils take into account the **views of parents/carers** and young person themselves. As such, all parents whose child is on the SEN register will be offered a **structured conversation** with the class teacher and/or SENCo every term (3 per academic year). These are **20 minute meetings** and focus on sharing recent assessment data, discussing areas of strength as well as areas for improvement, current classroom support, reviewing **annual targets** and considering short term outcomes to help work towards the long term targets.

For those children with more a complex learning profile a **Myplan** may be required. Additionally for those children who may need to access specialist provision now or in the future an **Educational Health Care plan (EHC)** may be appropriate.

Meetings with parents (including structured conversations)

- 1) In September, if you feel that you need to discuss your child's needs with their new class teacher then an appointment can be arranged at a mutually convenient time for an informal meeting on how they are settling into their new year group.
- 2) The first parents' evening is open to all parents and does not replace your structured conversations. It is an opportunity to meet the class teacher and discuss your child's learning.
- 3) Structured conversations will take place at the following points of the year:
 - November/December
 - March/April
 - June/July (as part of our transition work these will involve both the current and next class teacher).
- 4) Teachers can be flexible and will agree a time after the school day to discuss any other concerns you may have throughout the year. However, due to timetabling commitments these will usually be in the afternoon or after school.

Inclusive classroom

We aim to ensure that all children have access to **quality first teaching** at Norton Free. All of our teachers understand the importance of providing a **broad, balanced and engaging curriculum** in order to maximise each individual child's potential. We therefore, try to minimize the amount of time children with SEND are out of the classroom and aim to carry out **intervention or booster work** before school, during assemblies or after school. We have whole school approaches to **inclusive teaching** including dyslexia friendly print (blue background with yellow font) on interactive whiteboard presentations and printing off information in order to minimize copying from the board. In addition, we provide **targeted support** and **differentiated work** and resources in order to remove barriers to learning for our pupils. These may include word mats, writing frames or physical resources such as Numicon.

Identification of Pupils with SEND

Progress and attainment is **monitored closely** through **Quality First Teaching** and ongoing class based assessments. Regular class review meetings are held with the Headteacher and SLT to provide a forum to identify any children who are not making progress at the expected rate. Class teachers also participate in discussions at **Pupil Progress Meetings**. During these meetings we identify groups and individuals not reaching age related expectations and consider strategies to best support these pupils.

At any point throughout the year, class teachers, in collaboration with parents can complete an 'Initial Note of Concern' form which details any concerns regarding a child's progress or development. Any concerns arising will be discussed with the SENCo and specific targets will be agreed with the aim of accelerating progress. We may also seek **advice** from a Specialist SEND teacher (Josie Cobley), Speech and Language Therapy Team, the Autism Team or the Educational Psychology Team. This may involve them coming into school and carrying out a **range of assessments** to gain a greater understanding of the child's needs.

These children may be placed on a **Monitoring** register and this would lead to their progress being discussed with parents and the class teacher after a designated monitoring period.

If progress is not sufficient or the child has significant needs that require special education provision to be put into place it may be deemed necessary to place the child on the **SEN Support** register. Parents would be notified via letter of this decision and invited to discuss their child's needs with the SENCo and Class teacher.

External agencies:

External agencies can be useful to identify areas of needs and offer expertise that we don't have in school. However, if school feel confident that they are already aware of the child's learning difficulties and have a clear plan in place they may not be needed.

Agency	What they offer:
Learning support (Josie Copley)	Josie is a specialist teacher who works with the children through a range of assessments (depending on the needs identified in the referral form). She will write a detailed report detailing the child's strengths and weaknesses. There will also be a number of recommendations for staff to use in class to support the child's learning. The report will be shared with staff and parents.
Speech and Language team	We have speech and language therapist who comes into school to offer therapy and advice for children with specific difficulties. Class teachers can refer children who they are concerned about in consultation with parents. Parents are able to attend the initial assessment and will be provided with a report with recommendations from the speech and language therapist.
Educational Psychologist	The educational psychology service work with schools to support children with significant learning, behavioural, emotional and mental health needs. They usually only meet with parents and children if they are at risk of exclusion or are applying for an Educational Health Care plan.
Autism Team	The Autism Team are able to offer support to parents and school on strategies to use with children with Autism. School and parents can complete a referral form together when further support from the Autism Team is needed. Parental permission must be given before they will come into school and work with a child.
Ryegate Children's Centre	A GP may refer a child to Ryegate if they have concerns about or a diagnosis in Autism, ADHD or a learning disability.
Child and Adult Mental Health Services (CAMHS)	A GP may refer a child to CAMHS if they have significant difficulties with their emotional or behavioural wellbeing.

If a diagnosis is made during an assessment from an external agency then once the report has been shared with school and parents we will arrange a mutually convenient time to discuss the impact this will have on their learning and school day.

Interventions that we currently offer:

Early morning groups:	During the school day	After school
Phonics, speed up handwriting, reading club and Lexia.	1:1 TA/HLTA support Lego Therapy Nurture Groups Phonics groups Lexia Speed Up Handwriting Sensory circuits Clicker 7	Year 6 reading boosters Year 6 maths boosters

Difficulties children may face

Area of need	Can find it difficult to:	It can help to:
Specific Learning difficulties such as Dyslexia	-Hear and analyse sounds within words. -Recall verbal instructions -Process verbal information	• Keep instructions short, simple and clear. • Display key vocabulary and refer to it. • Limit copying from the board.
Speech and Language difficulties	-communicate with others -understand what is said to them. -Form words and construct sentences.	• Explain words that are ambiguous • Enable pupils to see what you say • Offer scaffolds e.g. sentence starters.
Autism/social and communication needs	-Engage with others and make friends. -Engage in imaginative play and activities. -Understand jokes, sarcasm and body language.	• Build tools for routine such as timetables, signals for change. • Keep noise to a minimum (use of ear defenders to support children). • Take care with pupil groupings.
Social, Emotional and Mental Health	-Overcome issues of trust with peers and adults. -Manage high levels of anxiety effectively. -Function in group situations.	• Plan well-paced focused lessons. • Use a seating plan. • Ensure behaviour policies are clear and fair.

Moderate learning difficulties	-Mix with their regular peer group. -Acquire basic skills in reading, writing and maths. -Apply their learning to new situations.	• Keep written tasks short and structured. • Keep instructions clear and simple. • Provide a multi-sensory approach to learning.
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Points of contact:

Headteacher

- Mrs H Bell

Assistant Head

- Mr D Holland

SEND Governor

- Mr D Thaw

SENCo

- Mr D Smith
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