

SEN Information Report for Dereham Church Infant and Nursery School 2020 - 2021

Introduction

Welcome to our SEN information report, which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At Dereham Church Infant School and Nursery School, we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Mrs Tricia Waller	SEND governor
Mrs Lucy Robinson	Special Educational Needs & Disabilities Coordinator (SENDCO)
Mrs Amy Futers	Headteacher

If you have any specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions on the website www.norfolk.gov.uk/SEN. Alternatively, if you have any questions or concerns regarding SEN provision please contact your child's class teacher or Mrs Lucy Robinson (SENDCO) on 01362 692727.

The range of SEN provided for in school this year:

21.6% (35) of children on roll have a special educational need (SEN).

15.6% (25) of these children have been identified as having speech, language and communication needs.

3% (5) of these children have been identified as having cognition and learning needs.

3% (5) of these children have been identified as having social, emotional and mental health needs.

Our approach to teaching learners with SEN:

At Dereham Church Infant and Nursery School, we are committed to meeting the needs of all children. We aim to minimise the barriers to learning so that all children reach their full potential, whatever their starting point or learning need.

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 as:

“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”**

Concerns may be raised by parents, carers, previous settings, class teachers or through assessment data. If concerns are raised, the child will be closely monitored and additional support will be implemented if appropriate. Learners can fall behind for lots of different reasons, therefore only those with a learning difficulty, which requires provision that is in addition to, or different from the normal differentiated curriculum will be identified as having SEN.

Appendix 1 – (identification flow chart) provides an example of how SEN is identified in our school.

Assessing SEN at Dereham Church Infant and Nursery School

Teachers assess all learners throughout the year and track their progress using ‘pupil asset’. Pupil progress meetings are held termly to discuss the progress of each child. We also have a range of assessment tools, including talkboost, speech link and wellcomm. These assessment tools will be used to identify areas of need and support in planning provision.

For some learners we may want to seek advice from other professionals. We have access to various specialist services including:

- East Coast Speech and Language Service
- School to School Support
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychologist (CEPP)
- Autistic Spectrum Disorder (ASD) Specialist Support Assistant Team

What we do to support learners with SEN:

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers and we at Dereham Church Infant and Nursery School are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, which might include using:

- Visual timetables
- Modelling language
- Facilitating time out/calm areas
- Writing frames
- Laptops
- Computer software – e.g. Clicker 5
- Positive behaviour reward systems

We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. We modify the provision map regularly and it changes every year, as our learners and their needs change.

Reviewing learning with parents and children

All parents have the opportunity to meet with teachers twice yearly and are provided with an end of year report. Each year group provides workshops and meetings for parents throughout the year and there are opportunities for parents to come into school and learn alongside their children.

If a child requires provision, which is additional to or different from the normal differentiated curriculum this will be discussed with parents/carers. Targets/ next steps will be set for the children each term, following a discussion with the children and their parents. During this meeting the views and wishes of the child are sought. If a child has an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss the child's progress annually in addition to the termly meeting.

How do we fund this?

Dereham Church Infant and Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. High Level Early Years children [with EHCPs] may be funded from the Early Years Panel [directly from Local Authority providing the funding request from the school is accepted].

Our school also received funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds the first £6000 provided by the school.

Other opportunities for learning:

All children have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

Preparing for the next step:

Transition is a part of life for all learners. This can be transition to a new class, having a new teacher, or moving on to another school. Dereham Church Infant and Nursery School is committed to working in partnership with children, families and other providers to ensure positive transition occurs.

Before children start in Reception/Nursery they will have an induction morning where they will be given the opportunity to meet their new teacher and teaching assistant and become more familiar with the setting. Before term begins, they will be offered a home visit from their class teacher and teaching assistant.

When joining our school from another school or nursery the class teacher/SENCO will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer to the school is as smooth as possible.

When a child is moving to a new school, transition discussions will take place with the class teacher and SENCO of our school and the new school. The individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child.

The types of provision we put in place to support our children when they are moving school include; extra class visits, social stories, photographs of the new staff, and transition books.

Have your say:

We can shape and develop provision for all of our learners, ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEN.

Useful links:

Local offer

www.norfolk.gov.uk/SEN

Norfolk SEND Partnership

<https://www.norfolksendpartnershiassi.org.uk/>

Reviewed: November 2020

Next Review Date: November 2021

SEND Identification Flow Chart

Stage 1

Concerns are raised by class teacher/parents/carers/previous setting. Class teacher consults with the SENDCO to ensure that reasonable adjustments have been made for that child and discuss strategies tried so far.

Stage 2

The class teacher meets with parents/carers to discuss concerns and to plan support in school using the assess, plan, do review model. The class teacher will also advise how parents/carers can support the child at home.

Stage 3

Parents/Carers/ Teacher and SENDCO (if appropriate) to review child's progress. If child is making progress continue with agreed intervention/strategies. If child is not making progress, child to be placed on SEN Support register and targets to be set accordingly and intervention/support to be agreed. Decide together which external assessments/advice may be needed.

Stage 4

Parents/Class Teacher and SENDCO to review child's progress. If child is making progress continue with the support. If child is not making progress we may decide to apply for an EHCP (Education and Health Care Plan) from the LEA. This process takes around 20 weeks from start to finish.

Stage 5

Once we have the EHCP, parents will have a copy and have chance to come into school to discuss it so that they know exactly what is going to happen. The EHCP will be reviewed at least once a (school) year and everyone that supports the child (including the child and their parents/carers) will be involved in the review to make sure that the Plan is working well.