

SEN Information Report for St. Peter & St. Paul CE VC Primary School, Carbrooke 2018-19

Part of the Norfolk Local Offer for Learners with SEN

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. The required information is set out in the SEN regulations which can be found [here](#).

At St. Peter & St. Paul Carbrooke Church of England Primary Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. 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:

Name of SEN governor: Sue Cooke
Name of SENCO: Hannah Wheeler
Name of Parent governors: Matthew Lang, Matthew Steward
Name of Head: Hannah Wheeler
School Council Link: Pete Cunningham

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by clicking [here](#). Alternatively, if you think your child may have SEN please speak to their Class Teacher initially. They will then talk to you about next steps. Alternatively, you can contact Hannah Wheeler – SENCO/Headteacher on 01953 881537

Our Approach to Teaching Learners with SEN

At St. Peter & St. Paul Carbrooke Church of England Primary Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more 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. For more information on our approach please see our teaching and learning policy by clicking [here](#).

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. Our plan for 2018-19 can be found [here](#).

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. Staff continually assess and monitor the progress of all our pupils regularly to enable us to identify any gaps in their learning and intervene

early. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At St. Peter & St. Paul Carbrooke Church of England Primary Academy, we value:

Learning for all.

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) (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 (although this alone may not mean that a pupil has SEN). They may be worried about different things that distract them from learning. At St. Peter & St. Paul Carbrooke Church of England Primary Academy 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. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2018-19 shows that we have 11% of children identified as having SEN, with 4.7% of children having an Education Health and Care Plan or Statement of Special Educational Needs.

5.4% of children are identified as having their primary SEN linked to Cognition and Learning

2.3% of children are identified as having their primary SEN linked to Communication and Interaction

3.9% of children are identified as having their primary SEN linked to Social, Emotional and Mental Health

0% of children are identified as having their primary SEN linked to Physical and Sensory need

Assessing SEN at St. Peter & St. Paul Carbrooke Church of England Primary Academy

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At St. Peter & St. Paul Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

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 the Local Offer website available [here](#).

St. Peter & St. Paul Carbrooke Church of England Primary Academy as part of the Wayland Cluster have also commissioned for 2018-19 support from:

Educational Psychologist/SLST– 7.5 sessions a year
Speech Therapist – referral service
Specialist Resource Bases
School to School Support
Short Stay School for Norfolk
School Nursing Team

We also employ 7.5 FTE Learning Support Assistants who deliver the interventions in the provision map directed by the class teacher and as co-ordinated by the SENCO. This may be supporting in class, working with children individually, or group intervention out of class.

What we do to Support Learners with SEN at St. Peter & St. Paul Carbrooke Church of England Primary Academy

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 St. Peter & St. Paul Carbrooke Church of England Primary Academy are proud of our Teachers and their development. The Teacher standards are available [here](#).

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

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Tailored curriculum
- Use of intervention programs including but not exclusively Numicon, Springboard, Catch Up, Sound Discovery
- Social Stories
- Small group and individual working
- Access to the school nurture type setting

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 described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at St. Peter & St. Paul Carbrooke Church of England Primary Academy to support learners with SEN across the year groups. We modify the provision map regularly, and it changes regularly, as our learners and their needs change. The current provision map is available [here](#).

At St. Peter & St. Paul Carbrooke Church of England Primary Academy we share the provision map with our colleagues in the Wayland Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

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

Funding for SEN

St. Peter & St. Paul Carbrooke Church of England Primary Academy 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. The amount of funding we received for 2017-18 was £58,138. For 2018/19 this is £51,048.

The Wayland Cluster of schools historically received funding from the Local Authority which was distributed as 'top up' funding for learners who require support that exceeds that available to the school. The Wayland Cluster funding for 2017/18 this is £163,426. From October 2018 this fund is no longer delegated to cluster, but available to schools through a bidding system from the local authority.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within St. Peter & St. Paul Carbrooke Church of England Primary Academy. 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 in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Wayland Cluster so all SENCOs in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of the Wayland Cluster moderation group so can ensure that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At St. Peter & St. Paul Carbrooke Church of England Primary Academy in 2018-19 we are offering a range of additional clubs and activities. These can be found on our website [here](#).

We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school co-ordinator to discuss specific requirements. Please email office@st-peter-st-paul.norfolk.sch.uk

All staff at St. Peter & St. Paul Carbrooke Church of England Primary Academy have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

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, training provider or moving in to

employment. St. Peter & St. Paul Carbrooke Church of England Primary Academy 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. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

St. Peter & St. Paul Carbrooke Church of England Primary Academy is our community school. 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

www.norfolk.gov.uk/SEN

Parent Partnership

www.dfe.gov.uk