

Mulbarton Primary School 2017-18

SEND Information Report



Part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEND)

Introduction

Welcome to our SEND Information Report (also known as the School Local Offer) which is part of the Norfolk Local Offer for learners with Special Educational Needs and/or Disabilities (SEND). All governing bodies of maintained schools now have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information will be updated annually. Click [here](#) for a link to Norfolk's Local SEND Offer.

At Mulbarton Primary School we are committed to working closely together with all members of our school community. This local offer has been produced following discussion with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the annual review of our offer. Please contact us if you wish to comment at any time. The following people are the most appropriate people to contact.

Liz Hughes – SENDCo (Special Educational Needs and Disability Co-ordinator)

Christine Walton – SEND Governor

Bev Theobald – Head Teacher

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions on the website. If you think your child may have Special Educational Needs, please speak to the Class Teacher for an initial discussion of any concerns and then contact the SENDCo.

Our approach to teaching all learners, including those with SEND.

We see our school as a learning community in which governors, parents, staff and children work together with the aim of providing every child with the opportunity to develop his or her potential academically, emotionally, socially and creatively. Children are encouraged to aim for high individual standards and to take pride in their achievements.

We value each child equally and seek to foster in every child a sense of self-respect and respect for others, both in the school and in the wider world with its different races, cultures and religious beliefs. We aim to help our children acquire knowledge, skills and understanding relevant to today's rapidly changing world. We place an emphasis on the fostering of caring relationships and encourage a sense of order and calm in school to provide each pupil with a secure base in which to develop.

We aim to provide a learning environment which is flexible enough to meet the needs of all learners. We monitor progress and teachers continually assess that successful learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings, which enable teachers to identify and plan for any further intervention needed to enable the children to make progress.

How do we identify SEND?

At different times during their school career, a child or young person may have a special educational need. The SEND Code of Practice (September 2015) 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:

- **have a significantly greater difficulty in learning than the majority of others of the same age or**
- **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 intervention that is ‘additional to or different from’ the normal differentiated curriculum intended to overcome their difficulty and enable learning to progress. The impact of additional intervention and support will be monitored by class teachers and by the SENDCo.

There are many reasons children can fall behind with their learning. Frequent absence, several changes of school, worries and changes in home circumstances can have a negative impact on learning and progress. We understand that children who experience these barriers are vulnerable and may need additional support, but they do not necessarily mean that a child has SEN. However if your child’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching, then it *may* be that they do have an underlying SEN.

Our SEND profile for the start of 2017-18 shows that we have 14.3% of children identified as having SEND (the national average is 14.4%). This is made up of the following groups:

7% linked to Cognition and Learning

3.2% linked to Communication and Interaction

1.8% linked to Physical and Sensory

2.3% linked to Social, Emotional and Mental Health needs

1.2% of these have an Education Health and Care Plan (EHCP – previously a Statement).

Our School Offer

The purpose of this Information Report is to enable parents and carers to see more clearly what is available for children at our school. It takes the form of answers to questions that are frequently asked by parents and carers. The glossary at the end explains some of the references and terms you will come across as you read.

How will the curriculum *in class* be adapted to support my child?

Whether your child has SEND or not the class teacher, supported by any Teaching Assistants (TAs), is responsible for matching lessons and differentiated plans to meet the individual needs of the children. Planning is targeted to the specific needs of individual children and quality teaching in class provides activities appropriate to their level of learning. Teachers and TAs work together to provide a combination of whole class, small group and individual support within lessons. Teachers use many different strategies to adapt access to the curriculum. These might include visual timetables, use of lap-tops for recording writing, pencil grips, writing frames, use of social stories or positive behaviour reward systems, amongst many others. We also employ 17.9 Full-Time Equivalent Teaching Assistants who deliver the interventions in the provision map, as coordinated by our Senior Leadership Team and SENDCo.

What should I do if I am worried about the progress my child is making or I think my child may have a Special Educational Need?

We encourage regular communication and contact with parents and carers, so if you have any concerns about the progress your child is making, you can arrange to speak to the class teacher at a convenient time. You don't have to wait until the Parents' Evening. Appointments can be booked through the school office or you can speak to the teacher directly and arrange a time to meet. Once you have spoken to the class teacher regarding your concerns, make an appointment to meet with the SENDCo, Mrs Hughes, to identify the next steps.

How does the school know if children need extra help?

Throughout the year the children's progress is regularly monitored against national and age-related expectations. Teachers are quick to notice and raise any concerns. If a child's lack of progress or their well-being, safety or behaviour becomes a barrier to their learning then this will be addressed.

If a child's class teacher becomes concerned that he/she may have an underlying SEN, the teacher will talk to the parents/carers and the SENDCo. We have a range of assessment tools available which the SENDCo can use to begin to determine the nature of the child's difficulty. Advice identifying strategies and appropriate support will be given to the class teacher and shared with parents/carers. Specific intervention programmes may be provided. Outcomes will be closely monitored and evaluated. For some learners we may want to seek advice from specialist agencies which we can access through our School Planning and Consultation team provided by Norfolk County Council. The SENDCo can also seek the advice of colleagues through our Hethersett SEND Cluster (a group of local schools).

What support is available *in addition* to the support provided for all children?

If your child is identified as having needs '*additional to and different from*' those of most children in the class, then extra support will be required. The teacher will write a **Pupil Passport** in discussion with the child. This gives an overview of the strategies and support that will be used to help your child to learn successfully. We will ask you for your input into developing the Pupil Passports at Parent Evening consultations.

Interventions (small group or one-to-one activities) may also be suggested. These may take place in or out of the classroom. At Mulbarton Primary School we have a skilled team of TAs and teachers who work to provide the extra support needed by children with SEND. The interventions include many different approaches such as small group maths teaching using Numicon materials; fine motor skills and handwriting development; working memory groups; 'Sound Discovery' sessions to support phonics, reading and spelling. We also liaise closely with specialist Occupational Therapists to support pupils' sensory and physical needs.

The nature of the additional support provided is dependent on the learning needs of the individual. The types of support and intervention that we can provide are shown on our provision map, which is updated regularly as children's needs change. A copy of our current provision map is [here](#). An additional, more detailed, provision map (with pupil names) is created termly and records the actions that we undertake to support learners with SEN. The provision is reviewed termly based on assessments looking at the impact of the support as part of the 'assess, plan, do, review' cycle.

At Mulbarton Primary School we share the provision map with the SEND Governor and our colleagues in the Hethersett Cluster so we can identify good practice and demonstrate what we offer children with SEND.

How will we know if support is effective?

Whether in class or during intervention sessions, your child's progress always remains the responsibility of their class teacher. Progress will also be monitored by the TA working with them and overseen by the SENDCo too. Monitoring the progress of learners is an integral part of our work at Mulbarton Primary School. Progress data for all learners is collated and tracked using the whole school system for pupil tracking (Pupil Asset). Our school and cluster data is monitored by the Local Authority and Ofsted.

At the start of any intervention a baseline assessment will be done to give us a starting point or a set of targets for your child. This will help us to monitor their learning and measure the progress they are making. Parents/carers, children and staff are all involved in reviewing the impact of interventions provided for children with SEND. If further intervention is required, the SENDCo and class teacher will discuss next steps with the child and their parents/carers. Progress is discussed termly and children with existing statements or Education Health and Care Plans (EHCPs) will also have their progress formally reviewed annually.

What support is there available for my child's overall well-being?

We work with the PATHs curriculum (Providing Alternative Thinking Strategies), a programme designed to facilitate the development of self-control, emotional awareness, and interpersonal problem-solving skills. For more information about PATHS follow this link: <http://pathseducation.co.uk/> . For children who may need a higher levels of support, our cluster of schools are in the process of adopting the 'Nurture Group' approach. This is a targeted intervention aimed to help children who may be struggling with their behaviour or their emotions to feel more valued, involved and appreciated. We offer a Nurture provision for pupils across Years 1 to 6, supporting children experiencing social, emotional or mental health (SEMH) difficulties that prevent them from accessing learning in class. Follow this link for more information: www.nurturegroups.org. From November 2017 this has evolved from the structured

Nurture Group for up to 10 children, to a more flexible provision that meets SEMH needs of children as they arise. Nurture staff are trained in either the Nurture Group model or the Thrive Approach.

How can the school support my child's medical or physical needs?

Staff at Mulbarton Primary School have experience of supporting children with a variety of physical and medical needs. These include diabetes, epilepsy, severe allergies, visual or hearing impairment and ADHD. Details of pupils' medical and physical needs are kept on a register by the School Office and shared with class teachers. These are regularly updated.

In some cases a detailed Care Plan will be drawn up to ensure your child is safe and that their medical needs are recognised and met. These plans will be written in consultation with you and based on advice from consultants or other medical specialists. It is important that you keep the school updated regarding changes in medical needs and pass copies of any reports with medical professionals to the school. Where complex or high level medical needs exist, the School Nursing Team will support with writing the plans. See www.norfolkcommunityhealthandcare.nhs.uk for further information.

Children with Asthma have an asthma plan. One copy of this plan is kept in the school office and another copy is held by the class teacher.

When appropriate, specific training will be undertaken to enable us to support your child's physical or medical need.

The school has facilities to make it accessible to all, including a disabled toilet, ramps and highlighted lines to support individuals with a visual impairment (see our Accessibility Plan for details).

What happens if my child needs more help than you can provide in school?

At times it is necessary to consult with external agencies to receive more specialised advice in order to support your child. We have good relationships and communication with many such agencies.

As part of the Hethersett Cluster, Mulbarton Primary School buys into a support package which gives us regular access to an Educational Psychologist and Specialist Learning Support Teachers (SLST) from the Willow Tree Network, and as a school we also buy into a support package from the Dyslexia Outreach service (based at Taverham High School). Both agencies deliver training to all staff at Mulbarton Primary School, which is tailored to the specific needs of our pupils. If we feel your child would benefit from the specialist support of any of these professionals then we would contact you first. Professionals then come into school, observe your child and talk to you. They can then undertake assessments or observations and offer us ideas about how to further help and support your child.

Which specialist services and expertise can the school access?

These are just some of the specialists and agencies that the school can use to support your child, if appropriate:

- The Willow Tree Network, which provides input from Specialist Learning Support Teachers (SLSTs) and Educational Psychologists
- The Dyslexia Outreach Service based at Taverham High School
- Speech & Language Therapist (SaLT)
- School 2 School Support – a service for mainstream schools to request advice and support from Specialist Schools
- Autism Support Team
- Behaviour Support
- Access Through Technology (ATT - Providing equipment to support children to

communicate and learn)

- Specialist Resource Bases (SRBs)
- School Nurse
- Point 1, CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapist (OT), including OTs specialising in Sensory Integration
- The Short Stay School
- MAAS (Minorities Achievement Attainment Service) which provides specialist support for schools for GRT (Gypsy Roma Traveller), EAL (English as an Additional Language) and BAME (Black Asian and Minority Ethnic) pupils
- The Virtual School Sensory Support (VSSS) - support for children with a sensory loss
- Parent Support Advisor
- Community Paediatricians

How will my child be included in extra curriculum activities and school trips?

All learners should have the same opportunities to access extra- curricular activities. All members of staff at our school have regular training on the Equality Act 2010. The Act requires us to make 'reasonable adjustments' to enable all children to access the activities we provide.

The Equality Act defines disability as:

“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

The definition of disability in the Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

At Mulbarton Primary School during the school year 2017-2018 we will offer a range of lunchtime and after school clubs. Some are provided directly by us and some by external providers. Further information about the clubs available each term can be found in the school newsletters and on the school website.

The school carries out risk assessments for all children before any school outing. Our policy is to include all children unless there is a risk to their safety and/or the safety of others. Parent or carers may be asked to attend if necessary. Some children with high levels of need have individual risk assessments and additional support from adults.

How will the school prepare my child for joining the school and/or transition to High school?

Before your child arrives with us the teacher will always read any available files and reports about your child and note any special needs or concerns. They will liaise with you to make the start of school as smooth as possible. When transferring to a new school we always discuss the children with the new teachers. If your child has SEND or a medical or physical additional need, then this too will be discussed with the new teacher and SENDCo (with your permission).

We are committed to working with parents/carers to plan transition. Some of the ways we already support children in their move from Early Years settings (e.g. pre-school, nursery, childminders) and to High School in Year 6 are as follows: extra class/school visits, social stories, transition booklets containing photos, and meetings with the next teacher. Where necessary extra transition opportunities will be arranged. For children with EHC plans who are transferring to High School, the SENDCo from the new setting will be invited to the annual review meeting that year.

How is funding for SEND organised?

Mulbarton Primary School receives funding directly from the Local Authority to support the needs of learners with SEND. This is described in an SEN memorandum. The amount of funding we received for 2017-18 was £78,706

The Hethersett Cluster also receives funding from the Local Authority which is distributed as 'top-up' funding for learners who require support that exceeds what the school can provide. The Hethersett Cluster funding for 2017--2018 was £16,712

Our Cluster policy for SEND is available [here](#). Please note that this still shows Mulbarton Infant and Junior Schools as it was written before they merged to become Mulbarton Primary School. As a cluster we are committed to working together to improve learning for all. We share resources and training and moderate provision for learners with SEND in our schools. If you would like any further information on SEND in the Hethersett Cluster please contact our co-ordinator at:

Hethersettclustersencoordinator@schools.norfolk.gov.uk

Have Your Say!

This local offer has been produced with pupils, parents, carers, governors and members of staff. It will be updated annually in consultation with these groups. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Date reviewed: December 2017

Date agreed by Governors: January 2018

Date of next review: December 2018

Glossary: (to help explain all the jargon)

- **Cluster** – groups of local schools that work together to allocate funding and plan more effective provision for learners with SEND.
- **Code of Practice** – a new statutory Code of Practice on special educational needs in force from September 2015.
- **EHCP** - Education Health and Care Plan (previously called a Statement)
- **EP** – Educational psychologist
- **Intervention** - Additional learning activities, often outside the classroom, which support children with SEND.
- **Provision Map** - This describes the range of interventions and actions that we undertake at school to support learners with SEND across the year groups. We modify the provision map termly.
- **Pupil Passport** This gives an overview of the needs of the child and the strategies and support that will be used to help your child to learn successfully.
- **SEND** – Special Educational Needs or Disabilities. The 0-25 SEND Code of Practice set out four areas of SEN:
 - **Communication and Interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
 - **Cognition and Learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the

curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

- **Social, Emotional and Mental Health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing
- **Sensory and/or Physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment
- Some children and young people may have SEND that covers more than one of these areas.
- **SENDCo/SENCo** - Special Educational Needs (and Disabilities) Coordinator - A SENDCO is a qualified teacher in a school who has responsibility for coordinating SEND provision. They must hold the National Award for SENCos qualification (or have previously been a SENCo for more than 12 months).
- **TAs** – Teaching Assistants

Useful links

norfolksennetwork@hotmail.co.uk

<http://www.norfolksendpartnershiass.org.uk/>

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