

Mulbarton Primary School 2018-19

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:

Rebecca Jennings – SENDCo (Special Educational Needs and Disability Co-ordinator)

Glynis Tucker – 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 provide a learning environment which is flexible enough to meet the needs of all learners. We monitor the progress of all learners 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

Identification of 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 SEND, 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 SEND. 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 SEND.

Teachers are quick to notice and raise any concerns. If a child’s class teacher becomes concerned that he/she may have an underlying SEND, the teacher will talk to the parents/carers and the SENDCo. Interventions (small group or one-to-one activities) may also be suggested. 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.

Our SEND profile for 2018-19:

Our SEND profile for the start of 2018-19 shows that we have 10.7% of children identified as having SEND (the national average is 14.4%). This is made up of the following groups:

34% linked to Cognition and Learning

19% linked to Communication and Interaction

11% linked to Physical and Sensory

30% linked to Social, Emotional and Mental Health needs

1.4% of these have an Education Health and Care Plan (EHCP).

Assessment and SEND provision

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. 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 19.2 Full-Time Equivalent Teaching Assistants who deliver the interventions in the provision map, as coordinated by our Senior Leadership Team and SENDCo.

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.

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 available on our website.

Monitoring and Evaluation

Monitoring the progress of learners is an integral part of our work at Mulbarton Primary School. Throughout the year the children's progress is regularly monitored against national and age-related expectations. 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 most interventions 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. Progress is discussed termly during Pupil Progress meetings and children with existing statements or Education Health and Care Plans

(EHCPs) will also have their progress formally reviewed annually.

Outcomes will be closely monitored and evaluated. For some learners we may want to seek advice from specialist agencies. The SENDCo can also seek the advice of colleagues through our Hethersett SEND Cluster (a group of local schools).

If your child is identified as having needs '*additional to and different from*' those of most children in the class, and then extra support will be required. If your child is receiving two or more interventions then the teacher will write a **Pupil Passport** where possible 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.

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 2018-2019 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.

Transition

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.

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.

Funding

Mulbarton Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described as an SEND Memorandum. The amount of funding we received for 2018-19 is £78706. Any additional top up funding for high needs will be applied for directly to Norfolk County Council as per their local offer.

Have Your Say!

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. This annual report declares our annual offer to children with SEND but to be effective it needs the views of parents/carers, pupils, governors and staff.

Please engage with our annual process to access, plan, do and review provision for SEND.

Useful links

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

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

Date reviewed:

Date agreed by Governors:

Date of next review: