



Ashleigh Primary School and Nursery

SEN Information Report 2020-21

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). This report is published in September and reviewed in July of each academic year, it is also regularly updated by the school SENCo.

Introduction

At Ashleigh Primary School and Nursery, 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 strive to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

At Ashleigh, we are committed to working together with all members of our school community. This information report 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. Key contacts are listed below:

- Acting Head Teachers: Miss Danni Lacey and Mrs Lucy Greenacre
- Inclusion Manager: Miss Danni Lacey
- SENDCo: Miss Amy Webb
- Chair of governors: Mr Sam Greenhalgh
- SEN Governor: Mrs Carolyn Ellis-Gage

Our SEND Information Report details the range of provision and support which is available to identified children, where it is deemed appropriate. This is under continuous review and subject to change dependent on budgetary constraints, staffing availability and policy review.

If you have specific questions about the Norfolk Local Offer please visit www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/.

Alternatively, if you think your child may have SEN then in the first instance, speak to their Class Teacher. If you then have any further questions or require further support, contact the school SENCo.

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.’

At Ashleigh Primary, we provide support across the four broad areas of need as detailed in the SEN Code of Practice 2014. These are:

Communication and interaction: Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

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/s to their learning.

Learners can fall behind in school for many reasons such as:

- Absence;
- Attendance of different schools i.e. inconsistent opportunity to learn;
- English as an Additional Language;
- Social and Emotional concerns;
- Medical Conditions.

At Ashleigh Primary School and Nursery 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.

SEN is identified at Ashleigh when:

- Concerns are raised by the class teacher, parents, the pupil themselves or external services, usually from observations or assessments;
- A previous school has passed on concerns;
- Whole school tracking of data linked to attainment outcomes shows limited progress over time.

Our SEN profile for 2020-21 shows that we have 11% of children, identified as having SEN, and 0.57% have an Education Health and Care Plan.

- 3.1% of all children are identified as having SEN linked to Cognition and Learning (28% of SEN group)
- 1.9% of all children are identified as having SEN linked to Communication and Interaction (18% of SEN group)
- 5.4% of all children are identified as having SEN linked to Social, Emotional and Mental Health difficulties (49% of SEN group)
- 0.6% of children are identified as having SEN linked to Physical and Sensory needs (5% of SEN group)

The national figure for SEN identification is 15.4%, 3.3% of Pupils with Statements or EHCPs and 12.1% of pupils at SEN support.

How we assess SEN

At Ashleigh Primary School and Nursery we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their class teacher. We have a range of assessment tools which are shared among the cluster.

For majority of our learners, they can be successfully supported by school staff. However, for some learners we may want to seek advice from specialist services. Ashleigh Primary

School and Nursery is part of the Wymondham cluster of schools and commissions support from:

- Norfolk Educational Psychologist Service
- Nelson's Journey
- Dyslexia Outreach Service
- Respectrum Advisory Services
- Virtual School Sensory Support
- Norfolk Schools Inclusion Team
- East Coast Speech and Language Services
- The Wherry School
- Norfolk SEND partnership
- Early Help
- 5-19 Healthy Child Programme
- Ormiston Point 1 Counselling Service
- Child and Adolescent Mental Health Service (CAMHS)
- Early Years Help Hub
- School 2 School Support
- Family Voice
- Just One Number
- Access Through Technology

Seeking support from outside providers is based on a range of factors including teacher observation and academic progress. There may be factors affecting a child outside of school which they may need support with. Parents and carers are always consulted with before this happens.

For those learners whose needs are significant and complex, it may be necessary to request the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP). Further information regarding EHC plans can be found via the link below:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/what-is-an-ehc-plan>

What we do to support learners with SEN at Ashleigh Primary School and Nursery

At Ashleigh Primary School and Nursery, 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 strive to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Every teacher in our school is a teacher of SEN. The first step in responding to the needs of children with SEN is 'Quality First' teaching. This ensures personalised approaches are incorporated into the classroom environment to meet the needs of children with SEN.

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

- Visual timetables
- Prompt cards
- Scaffolding of the learning to enable the completion of tasks
- Access to different aids such as technology, differentiated materials or equipment
- Coloured paper and overlays
- Individual arrangements to support children who are taking tests
- Adaptations to the physical environment

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. In consultation with the individual child and the child's parents/carers, the class teacher will complete and All About Me (Individual Education Plan) to ensure the child is fully involved in their own learning.

The support we provide is described on our provision audit, which describes the interventions and actions that we undertake to support learners with SEN across the year groups. We modify the provision audit regularly, and it changes every year, to reflect the changing needs of our learners and we work closely with other schools and professionals to ensure that we identify and deliver high quality intervention programmes

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Ashleigh School and Nursery. 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 the process. Before any additional provision is selected to help a child, the class 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 (EHCP), the same termly review conversations take place, as well as an annual formal review of the EHCP. Class teachers may also keep you informed of your child's progress through progress reports, end of year reports, home/school communication books and additional meetings and phone calls, as required.

The school SENCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data is collated termly and monitored by Teachers, Senior

Leaders and Governors in the form of pupil progress meetings. Adaptations to interventions and additional support may be put in place as a result of these meetings.

Termly SEN reports are written and shared with the Governing Board, the SENCo has termly meetings with the SEN governor and this SEN Information Report is updated annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Moderating both internally and externally ensures that our judgments stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Training/Qualifications of Staff Working with Pupils with SEN

- SENCo has National Award for SEND Coordination
- Acting Headteacher has National Award for SEND Coordination
- Working memory training from Dyslexia Outreach Service
- Dyslexia awareness training from Dyslexia Outreach Service
- Connecting with animals and nature training
- Forest school training
- Step On training
- Attachment training
- Intervention specific training, e.g. Precision teaching
- Mental Health Champion training
- Mental Health First Aid Training
- PATHS coaching
- THRIVE practitioner training

Social, Emotional and Mental Health Support

We recognise that social, emotional and mental health is a growing issue amongst young people and we know that school is a good place to support these challenges. We have an incredibly caring and nurturing school team who provide high quality support in every classroom. In addition, we have THRIVE/ELSA practitioners who are able to offer additional support to individuals and small groups when further emotional support is needed.

Learners at Ashleigh are also supported by:

- Our PATHS curriculum
- Our PSHE/RSHE curriculum
- Our anti-bullying policy which is adhered to by all staff and pupils.
- School forum which represents pupil voice
- Forest school intervention
- A worry monster in every classroom
- Posters in every classroom supporting PATHS strategies

- Our trained mental wellbeing champion (Miss Danni Lacey)
- Regular updates on strategies to support children’s wellbeing sent to all staff
- A qualified Nurture lead who provides Nurture intervention for identified children
- A lunchtime Sanctuary club
- Referrals to outside agencies where appropriate
- A restorative approach to behaviour incidents
- Ongoing partnerships with health teams and mental health professionals

Funding for SEN

Ashleigh Primary School and Nursery receives funding directly to the school from the Local Authority to support the needs of learners with SEN. Additional ‘Top Up’ funding can be sought from the Local Authority by applying, to support high needs pupils. The SENCo works with the headteacher and other senior leaders to discuss SEN and decide where the school needs to spend money on support, resources and training.

Accessibility for all Learners

All learners should have the same opportunity to access extra-curricular activities. Throughout 2019-2020, Ashleigh Primary School and Nursery offered a wide range of additional clubs and activities, further updates around this year’s offerings will be released when they begin running again. We are committed to making reasonable adjustments for all.

All staff at Ashleigh School and Nursery observe the requirements as set out in 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 look here:

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

Transition - Preparing for the next step

Transition is a part of life for all learners. This can transition into Nursery, a new class in school, having a new teacher, or moving on to another school. Ashleigh Primary School and Nursery is committed to working in partnership with children, families and other providers to ensure positive transitions occur. We recognise that for a child with SEN, transition can be challenging and therefore planning for transition is a part of our provision for all learners with SEN. Where we feel a child may struggle to move classes, this will be discussed with parents during the summer term. All records will be passed to the new class teacher and teachers will meet to handover and discuss transition.

When moving schools, the SENCo will contact the new school to discuss current provision to ensure the new school is aware of the child's needs. We will ensure all of your child's records are passed on as soon as possible.

In Year 6, the SENCo and current class teachers will discuss the specific needs of each child with SEN with the SENCo of the secondary school.

Have Your Say!

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. Please contact us with any thoughts, opinions and ideas; we would love to hear them!

What can I do if I am not happy with the SEN provision for my child?

If you are unhappy about the SEN provision your child is receiving, follow our complaints procedure which can be found in our Complaints Policy.

Useful links

- www.norfolk.gov.uk/SEN
- www.parentpartnership.org.uk
- www.dfe.gov.uk
- Norfolk Family Information Service
- Special Educational Needs and Disability
- Changes to Special Educational Needs and Disability Support
- www.gov.uk/government/publications/send-guide-for-parents-and-carers
- www.councilfordisabledchildren.org.uk
- www.councilfordisabledchildren.org.uk/resources/a-family-guide-to-the-send-system-in-england
- www.councilfordisabledchildren.org.uk/resources/identifying-the-social-needs-of-disabled-children-and-young-people
- www.nasen.org.uk/resources
- www.familyvoice.org.uk
- Norfolk Family Information Service (FIS)

- www.sibs.org.uk
- Mental Health Information
- www.CarersMatterNorfolk.org.uk
- www.norfolk.gov.uk/care-support-and-health/looking-after-someone/young-carers
- www.norfolk.gov.uk/menathealthresources