

SEN Information Report for St. Nicholas Priory CE VA Junior School 2014-2015

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 have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The information published is updated annually.

At St. Nicholas Priory CE VA Junior School 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:

Mark Adams – Headteacher
Alex Clarke – SENCo
Koren Durrant - SEN Governor
Sarah Hunt - Parent Governor

If you have specific questions about the Norfolk Local Offer please look at the Feedback section on the Norfolk County Council Local Offer website [here](#). Alternatively, if you think your child may have SEN please speak to their Class Teacher in the first instance.

Our approach to teaching learners with SEN

At St. Nicholas Priory CE VA Junior School we believe in participation for all. Our school's vision statement is 'success is a journey, not a destination' we aim to treat all pupils with equal value, appreciate individuality, value their contributions and recognise progress & success. We aim to meet the needs of all our pupils, regardless of physical impairment including those who may be missing out, are difficult to engage with or are feeling in some way apart from what the school seeks to provide. Inclusion is the responsibility of every member of staff.

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 learning policy by clicking [here](#).

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

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 St. Nicholas Priory CE VA Junior School we have good links with our feeder infant schools and carry out detailed transition evaluations considering any reasonable adjustments for children with disabilities or SEN. Children are also assessed on entry. 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, they may be worried about different things that distract them from learning. At St. Nicholas Priory CE VA Junior School we are committed to ensuring that all learners have access to learning opportunities, and for those who are 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 2014-15 shows that we have 18% of children identified as having SEN, and 1% of those have a Statement or the new Education Health and Care Plan.

10% of children are identified as having SEN linked to Cognition and Learning

7% linked to Communication and Interaction

1% linked to Physical and Sensory

Assessing SEN At St. Nicholas Priory CE VA Junior School

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At St. Nicholas Priory CE VA Junior School we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their class 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 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. Nicholas Priory CE VA Junior School have also commissioned for 2014-15 support from:

Educational Psychologist - 4 sessions a year which can be increased if needed

Speech Therapist - as needed

Specialist Advisory Teacher – 10 days each term

We also employ 8 learning Mentors who deliver interventions co-ordinated by our SENCo.

What we do to support learners with SEN at St. Nicholas Priory CE VA Junior School

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. Nicholas Priory CE VA Junior School 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
- Tablet computers, laptops or other recording devices
- Peer buddy systems
- Positive behaviour reward systems
- Nurture Groups
- Drop-in
- Shared placements with Specialist Resource Bases (SRB)

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 detailed on a personal Learning Plan an example of which can be viewed [here](#).

Funding for SEN

St. Nicholas Priory CE VA Junior 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.

The Great Yarmouth Cluster of schools also receive funding from the Local Authority which is distributed as 'top-up' funding for learners who require support that exceeds that available to the school. The Great Yarmouth cluster divided the funding for 2014-15 and St. Nicholas Priory CE VA Junior School received £43,158.98.

All schools in the Great Yarmouth Cluster have signed a governance agreement which helps us work together.

The Great Yarmouth Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN.

Changes to Statements

The recent changes in the Children and Families Bill are a rethink of the way children with special educational needs (SEN) are supported. A new SEN code of practice is also on the way, as the consultation on the government's draft version has now been completed. The new system comes into force from September 2014, it aims to put each young person and their family at the centre of discussions about the support offered.

Under the new rules, SEN statements and learning difficulty assessments (LDAs) will be replaced with education, health and care (EHC) plans taking children and young people up to the age of 25. From September, new assessments of SEN will follow the new rules, and support will be provided through an EHC plan.

Existing statements and LDAs will remain in force until all children and young people have completed the transition. Transfers from statements to EHC plans should be completed within three years, so for pupils who already receive support, you'll need to follow the old guidelines until September 2017.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within St. Nicholas Priory CE VA Junior School. 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, 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 into 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 a Statement or 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 help children make progress.

Progress data of all learners is collated by the whole school and monitored by class teachers, senior leaders and Governors. We also take part in cluster moderation meetings so we can ensure that our judgments are moderated and standardised. Our school 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. Nicholas Priory CE VA Junior School in 2014-15 we are offering a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the head teacher, Mark Adams to discuss specific requirements. Please email head@st-nicholaspriory.norfolk.sch.uk

All staff at St. Nicholas Priory CE VA Junior School 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 victimize 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 purpose 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 1985

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. St. Nicholas Priory CE VA Junior School 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. Nicholas Priory CE VA Junior School is the school working in this community. 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

www.norfolkparentpartnership.org.uk/

www.gov.uk/dfes