



St Nicholas Priory CE VA Primary School Information Report 18/19

This report complies with:

- Section 69 of the Children and Families Act 2014
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

The Special Educational Needs and Disability Regulations 2014 require St. Nicholas Priory CE VA Primary School to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At St. Nicholas Priory CE VA Primary School we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

We provide support for the following SEND:

At St. Nicholas Priory we provide support for children who may need support with Cognition and Learning, Communication and Interaction, Sensory and Physical and individuals who may have Social, Emotional and Mental Health Needs.

We identify and assess pupils with SEND using the following methods:

At Priory we encourage any staff and parents who have concerns about a child, to raise them with the SENCo, who will work collaboratively with all parties concerned to consider the course of action. At Priory we feel it is imperative to gain the views and feelings of the child concerned in order to ascertain how best to support them. It may then be appropriate to make some assessments with child, which may influence everyday practice. A plan may then be made, then put into action and then reviewed. If concerns are still apparent, we may then make referrals to outside agencies, who will complete specific assessments and observations in order to best support the child.

We evaluate the effectiveness of our SEND provision for children in the following ways:

At St Nicholas Priory we hold regular Pupil Progress meetings where each child is discussed, the progress they are making and also what their targets are. These meetings are held with the class teacher, head teacher and deputy head teacher or lead practitioner. Any child for whom we have concerns is referred to our whole school support team meeting with external advisers who can be asked to carry out assessments and give expert advice not only on targets to be set in school but suggest access to external resources. We then review this at the next pupil progress meeting.

Our arrangements for reviewing the progress of pupils with SEND are as follows:

We review all children who are on the SEND register termly. This allows opportunities for evidence and feedback to be obtained so we can effectively evaluate the effectiveness of the provision for the child. Class teachers are responsible for ensuring all children are making progress. As part of our review process we assess individual learning plans in order to ensure we can measure individual progress towards targets. Parents are encouraged to be part of the review process and comment on targets as well as support the class teacher to create new learning targets for their child.

Our approach to teaching pupils with SEND includes:

In order to support the inclusion of all pupils at school we may provide specific targeted interventions for learners, this may include Nurture, speech and language therapy, maths, literacy, Lexia. It may be necessary to support some of our learners on a 1:1 basis in order to allow the children to maximise their potential in order to be successful. Part of the role of an additional support assistant (ASA) is to continue to support the child socially to ensure the child does not feel isolated and excluded from a group, as well as supporting them to become more independent in their learning. At Priory we pride ourselves on our dedication to being inclusive of all children. We are working towards a flexible approach to supporting learners requiring 1:1 support, for example, the ASA assigned is very unlikely to support the child from one year to another so that the child does not become overly dependent on one person.

We adapt the curriculum for pupils with SEND in the following ways:

We encourage all our children to be ambitious; our curriculum is designed to enable all children to be engaged in their learning. We work with EOS and the Centre of Early Excellence to enable teachers to provide exciting and stimulating learning for all children.

It may be necessary to provide an individualised provision for a child and we work closely with the SENCOs and outside agencies to plan provision at a suitable level for that individual learner. For some children it may be necessary to use P scales or a continuation of the EYFS curriculum. We ensure that we plan for the individual needs of each child to enable all learners to reach their full potential.

It may be appropriate to provide specific resources to enable children to access the provision independently, this could include:

- Visual timetables
- Timers
- Writing frames
- Tablet computers or laptops
- Peer buddy systems
- Positive behaviour reward systems
- Specialist resources to support learning such as scissors or pencils.
- Support from a teaching assistant
- Social stories
- Structured breaks
- Tactile resources
- An individual learning space
- A quiet area
- Access to sensory learning materials and supportive equipment
- Voice recorders

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

All learners should have the same opportunity to access extra-curricular activities, such as our school clubs and to participate in school trips. Some children may require additional support and these situations must be accounted for dependent on the need as part of a child's 'One Page Profile' or 'Pen Portrait.' At St. Nicholas Priory CE VA Primary School in 2018-19 we are offering a wide range of additional clubs and activities. These include sign language, sewing, netball, hockey, football, dodgeball, dance, chess, basketball and multi skills. These opportunities are available to all learners, irrelevant of SEND; however, some roles and activities are offered to specific year groups only. These include being a Special Eye in years 5 and 6, or house captain in year 6 only. These roles are open to all pupils in the year groups regardless of SEND.

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

The following emotional, mental and social support is available for pupils with SEND:

Currently we have a Nurture space at school, which consists of a Nurture unit, Nurture leader and Pastoral support. We offer all children a 'Drop in' space for children to access additional pastoral support with an adult. We also access a counsellor for our pupils one day a week. We have been a 'PATHS' school for almost a year. We receive regular training for this from Norfolk

County Council. This is a programme you can learn more about here:

<http://www.pathseducation.co.uk/>

Our SEND Co-ordinators (SENco) are:

Hannah Lawrence	Dan Rust
SENco for our reception classes and years 1 & 2	SENco for our year 3, 4, 5 & 6 classes
Hannah is also a reception class teacher	Dan is also our Deputy Head Teacher for KS2

Our school governor for SEND is: Brett Butler

In addition, we use the services of the following specialists:

- Specialist Advisory Teacher – Sue Sengupta (Respectrum)
- Specialist Advisory Teacher – Jill Skipper (CEPP)
- Ed Psych- Rowan Kendall Jones (CEPP)
- Speech and Language – As Needed

During this academic year, staff will receive training in:

- Coaching from advisory teachers
- Drop-in /surgery sessions with advisory teachers and SENCOs
- Sensory Support – for hearing impairment
- Talk Boost - Speech and Language

Staff are able to access specific guides and information which are readily available to enable them to further their understanding of a particular area of need.

We work with the following bodies, services and local support services:

At Priory School we have a dedicated Family Support worker who works directly with families and Early Help to support children with SEND (Our family support worker is also our Designated Safeguarding Lead. Her name is Roz Hazel).

We also work with the school nursing team who will support us alongside families with children with medical problems.

We also have access to support services universally provided by Norfolk County Council, which are described on the Local Offer website <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

We currently possess the following provisions to assist our pupils with SEND:

As a school we offer a wide variety of interventions lead by intervention teaching assistants in each year group. The SENCo and the Class Teacher work collaboratively to identify the area of need and will produce a bespoke intervention for that child. Some interventions may be conducted as a group, others may be focussed on through a 1:1 approach.

Types of interventions that may be used include:

- Improving fine motor skills
- Speech and language therapy – developing speech sounds (specific work recommended by a Speech therapist)
- Speech and language –improving listening and attention
- Phonics
- Developing gross motor skills
- Improving short term memory
- Lexia

Maths interventions can be provided through a computer programme called SuccessMaker, details can be found here <https://www.pearsonschool.com/index.cfm?locator=PS2qJ3&PMDbProgramId=143493>

It may be appropriate to provide specific resources to enable children to access the provision independently, this could include:

- Visual timetables
- Timers
- Ear defenders
- Writing frames
- Tablet computers, laptops or other recording devices
- Peer buddy systems
- Positive behaviour reward systems
- Specialist resources to support learning such as scissors or pencils and pencil grips.
- Support from a teaching assistant
- A learning space
- A quiet area

Our confirmed plans for SEND provision in the future:

We aim to make children's learning plans more reflective of the suggestions made in advisors' reports.

We aim to embed the services of our school based counsellor and to prioritize those children who are a particular concern.

We wish to embed the good use of Lexia across the school and at home as a literacy programme for SEN learners

We aim to identify pupils early and then initiate and if necessary submit a child's Education Health Care Plan (EHCP) as soon as possible.

We wish to offer bespoke learning programmes to children who are unable to cope with the mainstream timetable.

We wish to ensure that all children have access to relevant and up to date tools and aids to support their learning

Our arrangements for ensuring the necessary involvement of parents are as follows:

Parents are invited to share their thoughts on their child during parents' evenings or with a class teacher by appointment at other times. Parents are also invited to yearly review meetings for children with EHCPs. This is an opportunity for parents to share their views about how their child is progressing.

Our arrangements regarding SEND related complaints from parents are as below. We believe this complies with Section 29 of the Education Act 2002

If a parent is unhappy with something at our school we encourage them to speak to their child's class teacher and/or the school SENco. The SENco is responsible for coordinating provision for children with SEN. If they are still unhappy, they should talk to the headteacher, Maria Grimmer.

If a parent cannot resolve a problem informally, they should ask for a copy of the school's complaints procedure. By law, we must have a procedure for parents to complain (Section 29 of the Education Act, 2002).

Every school has a governing body. School complaint procedures usually end with complaining to the governing body of the school. A complaint to the governing body should be addressed to the chair of governors, Harry Taylor. A parent could also send a copy of the letter to the director in charge of local education services, often called Children's Services.

When complaining it is helpful to provide precise details of dates, times, meetings and decisions that may help the governing body understand the substance of the complaint. Explaining what harm the child has suffered as a result of the school's action or inaction is important. A parent could express what the governing body should do to put things right.

The governing body is likely to pass the complaint to a panel of governors. They may invite the parent to a meeting to put their case in more detail. The panel should follow the rules of natural justice. These say that:

- no member should have a vested interest in the outcome or any involvement in an earlier stage of the procedure
- each side should be given the opportunity to state their case without unreasonable interruption
- written material must have been seen by all parties
- if new issues arise, parties should be given the opportunity to consider and comment on them.

If the governing body does not give the parent a satisfactory response, they then have a number of options depending on the type of complaint made. These are detailed below. It is important for all of the routes below that a parent has followed our school's, and the local authority's complaints procedures first or that they are able to justify why they have not.

For more information about school governors, visit:
www.education.gov.uk/schools/leadership/governance

Complaining to the local authority

Our local authorities (Norfolk LA) no longer has a role in general complaints about a school, although they do still hear curriculum complaints. If a parent is complaining about LA services (including complaints about SEND assessment) they should do so to the most senior education officer. A complaint must be made to the LA before it can be taken further.

Complaining to the Information Commissioner

A parent can complain to the Information Commissioner if they have problems accessing school records, minutes of governors meetings, school policies or other public documents, or if they believe their child's school records have been disclosed unlawfully, are incorrect or out of date.

A parent should first exhaust the school or LA complaints procedure. There are different timescales for schools to reply to a parent's requests:

- a copy of a child's educational record must be supplied within 15 school days. (The Education [Pupil Information] [England] Regulations, 2005 [SI 1437])
- other personal information must be supplied within 40 days of their written request. (Section 7 of the Data Protection Act, 1998)
- documents such as our school SEND Policy, school accessibility plan or governing body minutes must be provided within 20 working days (excluding school holidays) of a parent's written request under the Freedom of Information Act, 2000.

Freedom of Information and Data protection complaints forms can be found at:

www.ico.gov.uk/complaints

Complaining to Ofsted

Ofsted is the body which inspects a range of public services including schools. Schools are inspected at least once every three years. Parents have a legal right to complain to Ofsted on the work of maintained schools, academies, city technology colleges, maintained nursery schools and non-maintained special schools.

Ofsted could investigate complaints about:

- quality of education and standards achieved
- inadequate provision for pupils with SEND
- neglect of pupils' personal development and wellbeing
- the quality of leadership and management. For example, whether the school spends its money well on SEND

It is important to remember that a parent can only make complaints to Ofsted about issues that affect the whole school and not about an individual child.

Ofsted can call an immediate inspection of a school at short notice, if it feels a complaint is very serious. It can also call meetings with the school and the local authority.

A parent can complain to Ofsted online at:

<http://live.ofsted.gov.uk/onlinecomplaints>

Complaining to the Teaching Agency

If a parent has an allegation of serious misconduct against an individual teacher or headteacher, they can complain to the Teaching Agency.

www.education.gov.uk/schools/leadership/teachermisconduct

Complaining to the Secretary of State for Education

The Department for Education (DfE) will look at a complaint about a maintained school, such as St Nicholas Priory, made by anyone who is unhappy with the way our school is acting.

For the Secretary of State to intervene in a school following a complaint, he needs to be sure either that the school has acted or is proposing to act unreasonably in the exercise or performance of its functions under certain legislation, or that the school has failed to discharge a duty at all under certain legislation.

For guidance on making a complaint to the Secretary of State and a complaints form, go to: www.education.gov.uk/schools/leadership/schoolperformance

Appeal to the SEND Tribunal

A parent can appeal to the SEND Tribunal about decisions that the local authority has made about their child, and disability discrimination by schools and local authorities.

The kind of decisions a parent can appeal against include refusal to carry out a statutory assessment, a refusal to initiate an Education Health Care Plan (EHCP) or to implement an EHCP.

In regards to schools, a parent can make a claim of disability discrimination under the Equality Act 2010 if their child is disabled within the meaning of that Act – not all children with SEN are disabled – and they feel they have been discriminated against.

More about appealing to the SEND Tribunal can be found at: www.justice.gov.uk/tribunals/send/appeals

Complain to the Local Government Ombudsman

The Local Government Ombudsman (LGO) investigates complaints of injustice arising from maladministration by local authorities. They are able to consider the role of the school as part of a wider complaint against the local authority. They currently consider complaints about:

1. Special educational needs

A parent cannot complain to the Ombudsman about whether or not a local authority decides to assess their child, which is a matter for the SEND Tribunal. However they can complain about any delay in assessment, failure to carry out the provision set out in an EHCP or to carry out an annual review. The Ombudsman can look at the school's role in this. It may also be able to look

at what the school has done in response to a child's SEN as long as you have previously complained to the local authority.

School admissions

The Ombudsman is not another level of appeal and cannot question decisions if they were taken properly and fairly by the admissions authority or the appeal panel.

A parent can complain if they think that a place at a school was refused because of some unfairness or mistake by the admissions authority, or if their appeal was handled incorrectly, or they have asked for an appeal and the admissions authority has not arranged an appeal hearing for them within a reasonable time.

If a child has a statement of SEN, or an EHCP, a parent can appeal to the SEND Tribunal. The LGO could consider a complaint about any delay by a council in arranging an offer of a place at a school once the final EHCP has been issued.

Permanent exclusion from a school

The LGO cannot look at any aspect of an exclusion prior to an appeal. When a decision has been reached, a parent can complain to the Ombudsman about the way in which the independent review panel has dealt with their case.

Once a child has been permanently excluded, the Norfolk County Council has a duty to provide alternative education, and the LGO can look into how the council has carried out this duty.

For information of complaining to the Local Government Ombudsman, visit:

www.lgo.org.uk

How do a parent find support?

If a parent needs confidential advice and support, they should speak to their local parent partnership service. Details of this local service can be found at:

www.parentpartnership.org.uk

Legal advice on matters relating to education and SEN is also available from:

Coram Children's Legal Centre:

www.childrenslegalcentre.com

Independent Parental Special Educational Advice:

www.ipsea.org.uk

Further information

Martha Evans is the Information and Communications Officer at the National Parent Partnership Network, which is based at the Council for Disabled Children. Parents can find out more about their local parent partnership service and how to contact them at:

www.parentpartnership.org.uk

We support our SEND children to be involved in their education by:

All children on the SEND register have a One Page Profile or Pen Portrait which is created in partnership with the child. Where possible we invite the child to contribute their thoughts and ideas on how, and what, will support them to feel successful in their learning. We make every effort to seek the child's views through the child's voice. Where this is not possible we seek advice from colleagues who may know the child well and also the child's parents.

Parents of children with SEND may find the following additional services helpful:

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

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

I CAN – Communication charity

<http://www.ican.org.uk/en/sitecore/content/ICAN2/Global/Content/Audience%20Menu/Parents%20and%20carers.aspx>

Family Voice <http://www.familyvoice.org.uk/>

Autism Anglia <http://www.autism-anglia.org.uk/>

Indigo Dyslexics Centre Norwich <http://www.4dyslexics.com/contact/indigo-norwich>

Our transitional arrangements for pupils with SEND include:

For children joining our setting from nursery, we ensure we meet all families prior to a child starting school. Reception class teachers make visits to local nursery settings in order to gain a better understanding of the child's needs in an educational setting. Nursery will highlight any children they have concerns about. Usually staff will arrange an additional meeting with the

nursery staff, school and nursery SENCo and parents to discuss next steps. The SENCo (Hannah Lawrence) for our school will agree what provision will need to be in place for the child for September alongside the parents. We will then offer additional transition visits both to nursery to work with the child and we also invite the parents and child into reception. This process is dependent on each child's individual needs. All parents are invited into school to meet class teachers and find out more information about reception. Reception staff will conduct home visits to all new reception children in September. It may be appropriate to offer a child a longer transition period into full time school, this will be discussed and agreed with parents.

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 Primary 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. Pastoral staff or staff in year 6 will support SEND children moving to a secondary school in the area.

For more information regarding the St Nicholas Primary CEVA Primary School's SEND provision, please contact either Dan Rust or Hannah Lawrence on 01493 843552.

Norfolk County Council's local offer, explaining what is available on an LA basis, can be found using the following link: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This report will be reviewed annually. It was updated by Dan Rust 11/9/2018