



SEN and Inclusion at Norton Free C of E School

Norton Free Church of England Primary School is committed to providing a high quality education to all our pupils. We actively seek to remove barriers to learning and participation that can hinder or exclude pupils. This means that equality of opportunity must be a reality for our children. We strongly believe that all children are entitled to a broad and balanced academic and social curriculum including those with a Special Educational Need or Disability (SEND). All of our teachers are committed to meeting the needs of all pupils in their care and promoting the culture and ethos of inclusion within the school community. All of our pupils have the opportunity to be included in all aspects of school life.

Inclusion Team

At Norton Free Church of England Primary School, we have created a new role of Assistant Head responsible for SEN and Inclusion. Mrs H Bell is the SENCO (Special Educational Needs Co-ordinator) and Assistant Head. Mrs Bell has been at the school for a number of years and has previously had responsibility as SENCO in the school.

We have a gifted team of L3 (or above) qualified Teaching Assistants (TAs) and Higher Level Teaching Assistants to support the Assistant Head with Inclusion and SEN. Between them, the TAs/HLTAs have a number of skills and experiences enhanced by carefully chosen, quality training which means the children in our school are well supported in terms of Speech, Language and Communication, Autism, Dyslexia and many more specific disability or learning difficulty areas. Many of the TAs will provide classroom support in a particular Year Group, delivering interventions in or out of the classroom, whilst others have responsibility for working exclusively on a specific Intervention to target an area of need identified in our Pupil Progress Meetings or in discussion with parents. This targeted Intervention can be with a small group of children or on an individual basis but only when the support is deemed necessary and required as we do encourage all our learners to be as independent as possible.

New SEN Code of Practice:

The National New Code of Practice came into force on 1st September 2014. The main changes reflect the changes introduced by the Children and Families Act 2014. The changes are:

- The code of practice now covers the age range 0-25.
- There is a clearer focus on the participation of children and parents in decision making.
- It includes guidance on the joint planning and commissioning of services to ensure close cooperation between education, health and social care.
- Emphasis on a graduated approach to identifying and supporting pupils with SEN.
- The replacement of statements with the new 0-25 Education, Health and Care Plan (EHC Plan).
- School Action and School Action Plus will be replaced with a **single SEN category** - '**SEN Support**'. Some children will no longer be on the SEN register.

There are now Four Broad Areas of Need:

- Communication and Interaction (Speech and Language and communication needs or children with ASD - Autism and Asperger's).
- Cognition and Learning (a range of learning difficulties including dyslexia, dyspraxia or dyscalculia).
- Social, emotional and mental Health (eg ADHD or behavioural problems).
- Sensory and/or Physical (eg visual or hearing impairment).

The Graduated Approach

Under the new code of Practice, you may hear references to 'the Graduated Approach'. For children to make progress, some of them may require differentiation of the whole class plan. This means that they will follow the learning objective for the lesson (albeit slightly modified) but the work will be tailored for them in terms teaching styles, resources and access strategies (equal opportunities) to take full advantage of their education. Teachers differentiate their lessons to enable all pupils in the class to be challenged and make progress. This is known as Quality First Teaching (QFT).

However, if staff and parents recognise that progress is still significantly below age related expectations, then we would complete a specific record of concern that highlights the difficulties that the child is facing. As a result of completing this form, the Assistant Head Teacher for Inclusion may investigate further and suggest any alternative methods or strategies that could be used to support the child. A decision may be made to implement a

school based intervention which will be monitored and reviewed at regular intervals. At the review (structured conversation) teachers and parents will meet to discuss what interventions have worked, whether the child has made satisfactory progress or whether they are below age related expectations. It may be decided to refer the child to external agencies for further support, assessment and guidance about different strategies that may be used to support the child. This is what is known as the *Graduated Approach* - assess, plan, do, review - and the school will provide any adjustments in order to meet the needs of the learner.

The school has invested in both the Learning Support Service (now called Fusion - School to School) and the Educational Psychology Service which are now both traded services. Should school staff suspect that there is a high incidence special need, such as, Speech and Language or dyslexia, a referral may be made to either of these agencies. Staff from both of these agencies meet regularly with the SENCO and provide assessments of learning, advice and personalised strategies for individual children to use both at home and at school. The Educational Psychology Service provide more detailed assessments for staff, parents and children usually resulting in the identification and clarification of children's SEN and disabilities. They will suggest interventions and approaches to support the learner. Our school also works closely with the Speech, Language and Communication Service and therapists will check progress and suggest appropriate interventions. We are constantly looking for ways to broaden our provision of interventions by evaluating the needs that exist in school and seeking out specialist training for staff involved. These needs are identified through the review process. Currently staff in school have accessed speech and language training and training around the needs of dyslexia and autism.

Identification:

The schools tracking system along with Teacher assessment is used to identify children who are not progressing at the expected rate. This will be discussed at the Pupil Progress Meetings to ascertain whether there are any reasons why this might be. This system includes reference to information provided by:

- Baseline Assessment results carried out by teachers at the beginning of the year to identify gaps.
- Teacher assessments at the end of a topic or half term.
- Current National Curriculum descriptors for the end of the key stage/ year group (we are in the process of moving across to the new Sheffield assessment system).
- Progress measured against P level descriptors.
- Sheffield Pupil Progress Tracker.
- Y1 Phonics Screening Assessment

- Non Verbal Reasoning Results (Y3)
- Observations of behavioural, emotional and social development.
- Assessment by Learning Support or Educational psychology.
- Banded Funding assessments.

As a result of initial assessment it will be agreed with parents to refer to external agencies if there is a need.

Communication Interventions:

The SENCO carried out a review of the most common needs in Foundation Stage and Key Stage 1 in Autumn Term 2013 and results indicated that there was a prevalence of speech and language delays in the Early Years. Consequently several of our Teaching Assistants have had specialist training in the delivery of VIP (Vocabulary Improvement Programme) and NIP (Narrative Improvement Programme) as well as Cued Articulation and Phonics. School aims to identify any need as early as possible. All children in Foundation Stage and Year 1 are screened using the tools provided by VIP. We have a beautiful outdoor classroom - The Rainbow Room - where these interventions take place. VIP was developed by Sheffield Speech and Language Therapy Service and was designed to be carried out in two 30 minute sessions per week over 6-8 weeks for a small group of 2-4 children. This intervention is led by the TA and is appropriate for Foundation Stage to Year 4. The aim of the programme is to build vocabulary and learn strategies to support and extend vocabulary. We also have close links with the Early Years Inclusion Team.

Many staff have received training for supporting children with ASD (Autistic Spectrum Disorder). We have a specialist TA to support children in class and to provide small group support where there are areas of need. We are currently working together to provide a Life Skills group for some of our children. We have links with the Autism Service who support us with using different learning strategies in school.

Cognition and Learning:

Dyslexia

Norton Free Church of England Primary School has a whole school approach to Dyslexia and all teachers aim to implement a variety of strategies to support the children's learning. This includes the use of visual timetables, learning supports (eg writing frames), access to specialist resources and technology as appropriate, key word vocabulary, reading rulers and the use of appropriate font/colour on whiteboards or sheets for classroom use with children. Several TAs

have received specialist training to help them to support children with Specific Learning Difficulties.

School welcomes a variety of reading volunteers in school from the local community who commit to 1-2 hours per week supporting particular children in order to consolidate skills and raise self esteem.

Social, emotional and mental Health (formerly BESD)

We also have a designated HLTA (higher level Teaching Assistant) responsible for Nurture groups throughout the school and for more personalized learning where there may be social, emotional and mental Health Issues. Support is tailored for children who have suffered from bereavement, divorce or other reasons where smaller group or individual work is required. We have a designated nurture room in school - The Sunshine Room - located between the Head Teacher's Office and the Staff Room.

Sensory and/or Physical

There is a designated sensory room in school - The Starfish Room - located between KS1 and KS2. This room is used for children who have any sensory issues or sensory impairment. We have links with the Hearing Impaired Service who will visit children in school to follow up children who have any hearing impairment.

Coffee Mornings for parents

We held our first coffee morning for parents and carers of children with SEN in the Spring Term of 2014. Parents were invited into school for an informal chat with the SENCO and other parents. This first meeting was well attended and parents expressed that they welcomed the opportunity to meet other parents in a similar situation. We are aiming to hold this event once a half term. Information about these events will follow via a letter to parents.