

## **SEND Information Report, Policy, Procedures & Guidance for Cromer Junior School 2017-18**

### **Part of the Norfolk Local Offer for Learners with SEND**

#### **Introduction**

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Cromer 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:

Whilhelm de Neve, Headteacher email: [head@cromer-jun.norfolk.sch.uk](mailto:head@cromer-jun.norfolk.sch.uk)

Sarah Walker, SENDCO/Specialist Teacher/ Cluster SEND Lead email: [swalker74rw@nsix.org.uk](mailto:swalker74rw@nsix.org.uk)

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions which can be found on the Norfolk County Council, SEND changes web site, **click here:**

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

Alternatively, if you think your child may have SEND please speak to their Class Teacher, or contact Sarah Walker our SENDCO on 01263 512155 (email: [swalker74rw@nsix.org.uk](mailto:swalker74rw@nsix.org.uk)).

#### **Our Approach to Teaching Learners with SEND**

At Cromer Junior School 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 aim to

be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. (For more information on our approach please ask our SENDCo, or the school office for our Teaching and Learning Policy.)

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 are continually assessing that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engagement in coaching and supervision.

At Cromer Junior School, we also have an Autism Base, where children from other schools are placed via an application and panel process operated by the Local Authority. Children in the base will usually become permanently on role, where they receive an individual curriculum within a blend of mainstream and base schooling. For more information please contact Yvonne Rolland (01263 512155).

### **Social, Emotional & Well-Being**

We believe that meeting a pupil's Social and Emotional needs is essential for their well-being and to support them in their learning. We pride ourselves in the nurturing ethos of our school. At Cromer Junior School, we employ a Pastoral Support Worker, Art Therapist and Specialist Teacher who offer extra support to pupils with social, emotional and mental health needs. We also use a mentoring system where pupils receive extra support from Teaching Assistants.

This report should be read in conjunction with our PSHE policy, which can be requested at the school office.

### **How we identify SEND**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**“A child or young person has SEND 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.”**

If a learner is identified as having SEND, 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 which distract them from learning. At Cromer Junior School 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 SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile, for 2017-18, shows that we have 54 children (18% of the school and 4% higher than the national average) identified as having SEND, and 4 of those have a statement or Education and Health Care Plan.

Primary Areas of SEND:

48% of SEND children are identified as having SEND linked to Cognition and Learning

30% linked to Communication and Interaction

4% linked to Physical and Sensory

18% linked to Social, Mental and Emotional Health

### **Identifying and Assessing SEND at Cromer Junior School**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Cromer Junior School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within school and through our Cluster SEND specialist teacher, Sarah Walker (CCET) who is based at our school ([swalker74rw@nsix.org.uk](mailto:swalker74rw@nsix.org.uk)).

We use the following assessment tools where deemed appropriate and necessary:

BPVS (British Picture Vocabulary Scale) - receptive language

Ravens Matrices- Non- verbal reasoning

Salford Sentence Reading and Comprehension

Youngs Parallel Spelling

GL Spelling

High and Medium Frequency – word reading and spelling

Phonics Play – Letters and Sounds placement test

Memory Digit Span

PHAB – Phonological Assessment Battery

Sandwell Early Numeracy

Access Maths Test

Access reading Test

Boxall Profile

Emotional Literacy

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services but some may have to be commissioned from our school budget. We have access to services universally provided by Norfolk County Council. The agencies used by the school include:

ASD specialist support team

We have limited access to an Educational Psychologist

Point One

CAST (Child & Adolescent Support Team),

CAMHS (Child & Adolescent Mental Health Service)

Attendance Officers

ATT, Access through technology services. (Profession or medical referral only)

Virtual school for Sensory support, to support pupils with hearing/visual Impairment

Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)

School Nurse

As part of the Cromer Cluster we have a SEND Specialist Teacher

Douglas Bader Short Stay Academy and Engage

ASD Base

Other County Bases

The Dyslexia Outreach Team

We also employ 10 full time Teaching Assistants who deliver support in class and the interventions listed in the provision map as co-ordinated by our SENDCO.

We currently employ two additional Teaching Assistants paid for by Cluster Funding to support specific high needs pupils

The Autism Base has a Base Manager and 4 full time Teaching Assistants.

### **Funding for SEND**

Cromer Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of funding we received for 2017-18 is £110,439. The funding we receive for the Autism Base for 2017-2018 is £128,437.

The Cromer cluster of schools also receives 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 Cromer cluster funding for 2017-18 is £117,226.

Access to Cluster Funding is via an application process and through a professional, panel made up of Headteacher representatives from schools within our cluster; as advised by our Cluster SEND Lead.

The Cromer Cluster of schools is committed to working together to improve learning for all, and we can share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND in the Cromer Cluster, please contact our Cluster SEND Lead: Sarah Walker

### **What we do to Support Learners with SEND at Cromer Junior**

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 Cromer Junior are proud of our Teachers and their development. The Teacher standards are at [www.gov.uk](http://www.gov.uk).

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

- Visual resources such as timetables
- Writing frames
- Apparatus
- Mediation
- Chrome books, or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, 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 described on an individual's plan and on a provision map which describes the interventions and actions that we undertake at Cromer Junior School to support learners with SEND across the year groups. We modify the provision map regularly, as our learners and their needs change.

This year we are providing the following interventions:

Art Therapy

One to One and group Specialist Teaching

One to One Pastoral Support

One to One Nurturing Activities

Group Nurturing Activities

Memory Skills

Motor Skills

Phonics

HF words Precision Teaching

Early AR Literacy Skills

Guided group and 1 to 1 reading

Sentence Level group

Spelling Skills

Small group Maths

Headstart Maths

Extra Maths Whizz

At Cromer Junior School, we share the provision map with our colleagues in the Cromer Cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. We also aim to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### **How are Parents and Pupils Involved?**

### **How do we Find Out if Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Cromer Junior School. Parents/carers, pupils and staff are involved in the reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. We write One Page Profiles with our SEND pupils and parents contribute to them too. This enables us to find out how pupils and their parents feel about their needs and the support they would like. Before any additional provision is selected to help a child, the SENDCO, 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, where we all discuss progress and next

steps. If a learner has a Statement or an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually. Reviewing meetings for SEND pupils are held with parents and pupils 3 times per year, however a meeting can be requested at any time.

The SENDCO collates the impact data of interventions and adapts provision to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school and cluster 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 Cromer Junior School in 2017-18 we are offering a range of additional clubs and activities to all pupils. These can be found on our school web page, or by contacting our school secretary.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENDCO to discuss specific requirements.

### **Equality**

All staff at Cromer Junior School work within 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please contact our SENDCo.

### **Preventing Bullying**

This report should be read in conjunction with our Behaviour Policy, which can be accessed on the school blog.

### **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, training provider or moving in to employment. Cromer 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 SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to secondary schools of children with statements of EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

The relevant staff meet with staff from feeder and feeding schools, to ensure the relevant information is passed on and to make any additional arrangements /support that may aid the transition process.

### **Have your Say**

Cromer Junior School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, 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 SEND.

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the classteacher and SENDCO; then, if unresolved, by the headteacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure.