Special Educational Needs Information Report

2020-21

At Roydon Primary School we strive to support all children helping them reach their full potential.

In order to do this many steps are taken to support them through their learning journey.

Quality First Teaching is vital; however, for some children there are occasions when further additional support may be required to help them achieve their goals.

Update to our SEN information report in light of COVID-19.

This report is based on government advice to schools which covers the expectations for children with special educational needs and disability, including those with educations, health and care plans.

Re-opening of schools

From September 2020 schools fully opened and all children returned to full time education. Whilst we have had to make changes to the way we deliver education to ensure that our school environment is as safe as possible from the risk of coronavirus, our statutory duties for children with SEND remain the same. We will continue to provide the best possible provision to ensure all children's special education needs are met. We continue to follow the Special Educational Needs and Disability Code of Practice, January 2015.

For children with an EHCP, we will continue to support their educational needs as set out in their plan and provide the same high quality provision and resources to meet their needs. We will continue to work with outside agencies and follow advice, although we may have to adapt the way we do things due to government restrictions. However, we will still ensure that all children with SEN continue to access the high level of provision previously available to them.

Where pupils need to self-isolate, or if there is a local or national lockdown requiring pupils to remain at home, the school will offer immediate, high-quality remote education. We will offer paper materials where access to online learning is not available and provide any specialist equipment that the children are already accessing at school, for example any equipment provided by outside agencies such as laptops and programs from Access through technology.

For pupils with SEND, the guidance states that schools should work with parents where the pupil can't access learning without adult support to develop "a broad and ambitious curriculum". In these cases, we will provide a bespoke and creative way to support children with SEND remotely.

What are the entitlements of children and young people with SEN if schools are closed due to Coronavirus?

If schools are ordered to close, a skeleton staff will provide education for the children of key workers, and vulnerable children. Vulnerable children include those with a social worker and those with an Educational, Health and Care Plan (EHC plan). The majority of children with SEN, who receive SEN support at school, will remain at home.

Children with an EHCP whose needs can be met at home will continue to access their education remotely. Children with an EHCP who are receiving personal care from school

or have profound and multiple learning difficulties where their educational needs cannot be met at home, will be able to continue to access learning at school. However, in these circumstances where we are following restricted government guidelines, it may not be possible to deliver the precise provision set out in the EHC plan. We will still continue to provide the best possible provision available to us.

The government passed the Coronavirus Act 2020 which contains two key amendments to the law:

• The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) has been temporarily amended to a lesser duty to use 'reasonable endeavours'. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so, they would not necessarily be breaching the law.

• The duty on schools to admit a child where the EHC plan names that school (section 43 of the Children and Families Act 2014) can be temporarily dis- applied.

How to support a child's learning at home if schools are closed.

If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

• suggesting different ways in which children can present their work;

• giving more detailed instructions;

• providing parents with suggestions to make tasks more practical in nature;

• providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

Our school has a number of resources available to help support children at home during this period. If a child receives support from Speech and Language or other specialist outside agencies, then additional resource packs will be sent home.

Information and advice in this information report is subject to change in the event of any further school closures. We will continue to update our policies and procedures in line with government advice.

<u>**SEN Information Report for Roydon Primary School**</u>

<u>**Part of the Norfolk Local Offer for Learners with SEND**</u>

Reviewed: October 2020

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND.) If you have any questions about the Norfolk Local Offer, please look at their website:

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

Who should parents/ carers contact if they have any questions, suggestions or concerns about their child's SEND?

- Your child's class teacher
- Mrs Katharine Walsh   The Special Educational Needs and Disabilities Co-ordinator (SENDCo)

- Mrs Sarah Bradford   Headteacher
- Mrs Sharon Moore   SEND governor

Our Approach to Teaching Learners with SEND

At Roydon Primary 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.

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.

At Roydon Primary School, we follow the Special Educational Needs and Disability Code of Practice, January 2015:

"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 offer 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, or 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, or they may be worried about different things that distracts them from learning. At Roydon Primary 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.

Types of barriers to learning experienced by children with SEN at school.

The four main areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

A child with SEN may have difficulties with:

- Reading, writing and mathematics
- Understanding information and expressing themselves
- Memory
- Organising themselves
- Managing their behaviour
- Making friends and relating to adults
- Sensory or physical mobility

Assessing SEND at Roydon Primary School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Roydon Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their Teacher. Pupils are at the centre of all that we do so they are given the opportunity to have a voice and invest in their own development. We talk to pupils about their learning and they complete a One Page Profile highlighting their ideas and views. 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, some of which include:

- Teacher assessment
- P Scales
- Boxall profile
- Strengths and difficulties questionnaires
- Monitoring and tracking over time
- Review meetings
- IEP reviews

For some learners we may want to seek advice from specialist teams. In our school and cluster 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.

What we do to Support Learners with SEND at Roydon Primary 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. Our Teachers will use various strategies to adapt access to the curriculum, this includes:

- Quality first teaching
- A fun, active curriculum to engage all children and meet their needs
- In class support with trained TAs
- Highly motivated staff
- Peer learning groups
- Phonics programme
- A safe learning environment
- Personalised interventions
- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Afterschool clubs
- Sensitivity to deal with needs effectively

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 provided is placed on a provision map which describes the interventions and actions that we undertake at Roydon Primary School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. Our staff regularly attend training and updates to ensure they are aware of changes in policies, current interventions and availability of specialist advisors.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Roydon Primary School. Parents/carers, pupils and staff are involved in 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. 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 at least once a term, where we all discuss progress and next steps. These are recorded on an Individual Education Plan (IEP). If a learner has an 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 SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Interventions are recorded on the Provision Map, which identifies the strategies and programs being provided for children and the impact this is having on their learning.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of the Diss cluster moderation group so can ensure that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Arrangements for Partnerships with Parents

Parents receive a SEND leaflet when their child is put on the SEN register which provides information on SEN support in school and where to access help. A termly SEN newsletter is sent out to keep parents updated on what is happening in school. A parent information meeting takes place in the Spring term with the SENDCO and Educational Psychologist on an area of need highlighted by parents.

Parents are involved throughout the school as volunteer helpers.

Norfolk Parent Partnership: Partnership News is distributed to all the parents of children on SEN register.

Parents are kept informed of their child's needs either informally or at parents' evenings. They are encouraged to become actively involved in their child's learning and to support the work going on at school wherever appropriate. Documents are open for parents to read, on request. IEPs are discussed with parents, reviewed termly and parents are encouraged to sign and return a copy of the IEP.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Roydon Primary School we offer a range of additional clubs and activities. These can be found on our website.

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 into employment. Roydon 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 SEND. Moving classes are discussed with parents and children 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.

Complaints procedures

Arrangements for complaints about SEN provision are in accordance with procedures set out in the school's Complaints Policy. SEN complaints procedures can be found on our school website: www.roydon.norfolk.sch.uk

Most problems can be solved between the class teacher and the parents. Parents have been informed that they can discuss their child's needs at an agreed time with the class teacher, the SENCo, the Headteacher, named governor, and finally the Local Autohoriy. Parents who disagree with the Local Authority may have recourse to an SEN tribunal.

We, in school, would expect to be able to respond to a complaint within two working days.

Useful links

www.norfolk.gov.uk/SEN

https://www.norfolksendpartnershipiass.org.uk

www.dfe.gov.uk