



SEN Information Report for Northgate Infants School 2014-15

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 of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEN. The information published must be updated annually. The requirement information is set out in the draft SEN regulations which can be found here.

At Northgate Infants and Sunflowers Pre-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 :

Name of SEN Governor	-	Tracey Kemp
Name of SENCO	-	Mrs Sarah Young for Reception classes Mrs Claire Andrews for Years 1 & 2 Mrs Sarah Covell-London Pre-School
Name of Parent Governor	-	Vacancy
Name of Head	-	Mrs Lindsay Hanger
School Council Link	-	Holly Kettle-Maile

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by clicking here. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Mrs Andrews our SENCO for Year 1 and 2 Mrs Covell-London for Pre-School or Mrs Young SENCO for Reception classes on 01493 856515.

Our Approach to Teaching Learners with SEN

At Northgate Infants and Sunflowers Pre-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, interest and 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 see our teaching and learning policy by clicking here.

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. Our plan for 2014-15 can be found 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 defined 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 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 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 distracts them from learning. At Northgate Infants 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 SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

SEN Profile 2014-15

Year 1 and 2 - under review
Reception - under review

Assessing SEN at Northgate Infants and Sunflowers Pre-School

Class Teachers, Support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning.

At Northgate Infants and Sunflowers Pre-School we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-Coordinator (SENCO) will also support with the identification of barriers and learning. We have a range of assessment tools available.

To find out about them click here

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 by the Local Offer website available here.

Northgate Infants and Sunflowers Pre-School has commissioned for 2014-15 support from:

Sue Sengupta - Autism Advisory Support
CEPP Package
SSSFN Package

Sunflowers Pre-School has access to the above support through liaison through the School. At Sunflowers Pre-School we employ learning support assistants as and when required.

Each class has at least 2 full time TA's who support children with SEN in class. We staff a morning only Nurture class for 10 children based on Majorie Boxall model. As well as our MSA team our LSA have staggered lunch hours to support SEN children with lunchtime.

What we do to Support Learners with SEN at Northgate Infants and Sunflowers Pre-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 Northgate Infants and Sunflowers Pre-School are proud of our Pre-School staff, 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
- Positive behaviour rewards system

Each learner identified as having SEN is entitled to support that is 'additional to or different from' normal differentiated curriculum.

The type of support is dependent on the individual learning needs, and it intended to enable access to learning and overcome the barrier to learning identified.

This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Northgate Infants and Sunflowers Pre-School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. The provision map for 2014-15 is under review.

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

Funding of SEN

SEN is funded through NCC statutory provision and extra support negotiated through school with appropriate funding agreed individually.

How do we Find Out if this Support is Effective

Monitoring progress is an integral part of teaching and leadership within Northgate Infants and Sunflowers Pre-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, 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. 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 SENCO collates the impact data of interventions, 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. We are also part of the GY7 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.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Parent Support Advisor, Mrs Marie Gauld to discuss specific requirements.

At Northgate Infants and Sunflowers Pre-School we abide by the provisions of 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 SEN but there is 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 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. Northgate Infants and Sunflowers Pre-School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Have your say

Northgate Infants and Sunflowers Pre-School is our community school. 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 to 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

Parent Partnership

www.dfe.gov.uk