



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 school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This information is updated annually.

At the Catton Grove Primary School, we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us.

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Our approach to teaching learners with SEN



At Catton Grove Primary School, we believe that every child has individual and unique needs and strengths. All teachers are teachers of special educational needs. A continuous cycle of 'plan, do, review and assess' takes account of the wide range of abilities and aptitudes within the classroom. We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We will use our 'best endeavours' to meet the needs of our pupils in the most inclusive way we can. This includes making reasonable adjustments for disabled pupils and supporting those with medical conditions.

We aim to create a learning environment which is flexible to meet the needs of all learners. We monitor the progress of all learners which includes regular pupil progress meetings. Where progress is a concern, this is shared with parents and the curriculum is adapted to support progress.

Identification of SEN

At times in their school career a child may have a special educational need. The Code of Practice (2014) defines 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

*has a significantly greater difficulty in learning than the majority of others of the same age,
or*

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions.

If a pupil is identified as having SEN, we will aim to provide provision that is 'additional to or different from' the daily differentiated curriculum, intended to overcome the barrier to their learning. We know that it is very important to ask for the opinions of those with an identified need to ensure that they feel we are supporting them appropriately. We do this through frequent discussion and through targeted information gathering exercises such as gaining their voice via their individual learning plan.

Children who have a medical diagnosis but are not receiving additional or different levels of support from that which is normally available will be placed on the Medical Needs register.

Not all vulnerable learners will have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress with their learning, we will intervene.

Class Teachers have a crucial role in identifying pupils with SEN and are the first point of contact for parental concerns.

The concerns of parents will always be responded to.

Areas of Need

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The SEN Code of Practice (2015) recognises that there are 4 broad areas of need:

- *Communication and Interaction*. This includes children with Speech, Language and Communication needs such as those who have difficulty saying or understanding words or sounds and those who find social communication difficult. Children with ASD (Autism Spectrum Disorder), including those with Asperger's Syndrome, are also likely to have particular difficulties with social interaction. This does not mean that all children with SLCN have ASD.
- *Cognition and Learning*. Support for children with learning difficulties may be necessary when children are learning at a slower pace than their peers, even with appropriate differentiation. Also included in this category are children with specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- *Social, Emotional and Mental Health difficulties*. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. They may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. Some children and young people may have disorders such as ADD, ADHD or attachment disorder.
- *Physical and Sensory needs*. Many children and young people with vision impairment, hearing impairment or multi-sensory impairment will require specialist support and/or equipment to help them access their learning. Some children with a physical disability (PD) require additional and ongoing support in school.

SEN Profile

At Catton Grove Primary school our SEND profile show that we have 15.9% of pupils identified as having SEND. The percentage is made up of the following groups.

3% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc).

2.2% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

1.7 % are identified as having SEN are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

0.46% are identified as having SEN linked to SEMH (including such as ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression) There are currently 31 pupils across the school who have an EHCP. That makes up 4.8% of the school and equates to 43.6% of children on our SEND register.

Assessment

We ensure that assessment of educational needs directly involves the learner, their parents/carers and Class Teacher. The SENCO also supports with the identification of barriers to learning.

At Catton Grove Primary School, children are identified as having SEN through a number of ways including the following:

- Teacher assessment and monitoring which identifies pupils' progress that is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching
- Concerns raised by school staff around the child's ability to access learning due to behavioural or emotional issues
- Concerns raised by a parent, either at admission or at any stage of the child's education.
- Concerns raised by the child that they are struggling with learning or another aspect of school life
- Information passed on from a previous setting
- Information or health diagnosis from external agencies including GP, health visitor or Speech and Language therapist.

For some learners we will seek advice from specialist teams. At Catton Grove Primary School, we have access to various specialist services including an Educational Psychologist and a Specialist Learning Support Teacher.

We also employ teaching assistants to specifically support pupil's with SEN and who deliver a range of interventions as co-ordinated by our SENCO.

Staff Training and Expertise

- National SENCO Award
- ELSA
- Lego therapy
- Precision teaching
- ELKLAN level three
- Communication Champion initial training
- Communication Champion leadership training
- Autism Education Trust introduction to supporting pupils with autism
- Word Aware (training to build vocabulary)

Provision

Each class teacher adapts the curriculum to ensure access to learning for all children in their class. Each learner identified as having SEN is entitled to support that is 'additional to or different' from a daily differentiated curriculum. The type of support is dependent on the individual's learning needs and is intended to enable access to learning, overcoming barriers identified. At Catton Grove Primary School, this support is described on an individual learning plan for each pupil, detailing SMART targets and a range of interventions. We modify provision termly and it changes each year as our learners and their needs change.



Our staff will use various strategies to adapt access to the curriculum. These may include:

Visual timetables, now and next boards, task planners.	Ipads – use of learning apps.	Sticker charts / positive behaviour reward systems.
Noise reduction headphones, wobble cushions, chair bands.	Writing frames, word banks.	Fiddle toys e.g. blu tac, tangles, stretchy toys.
Adult support and intervention (including 1-1 support, small group work with teacher or teaching assistant).	Visual or pictorial reminders.	Child may be moved to a more appropriate location in class e.g. closer to the board for those who are visually impaired.
Pencil grips.		Pastoral sessions.
Sensory breaks / Sensory circuits.	Regular check-ins with a trusted adult.	Use of Individual work stations.
1-1 work with an ELSA trained member of staff.	Speech and Language support.	Alternative play (lunch time club).

This additional support, ‘intervention’ will be tailored to meet the child’s needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These ‘interventions’

may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

Education Health Care Plans (EHCP)

While the majority of learners with SEN will have their needs met through SEN support level, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Parents and carers will always be consulted prior to the application of the assessment and family views will be included as part of the process. You can find further information on the EHCP process on the Norfolk Local Offer website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans>

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Opportunities for Enrichment

At Catton Grove Primary School, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all.

Please contact us if your child has any specific requirements for extra-curricular activities.

Monitoring and Evaluating the success of the education provided for pupils with SEND

Monitoring progress is an integral part of teaching and leadership; parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Baselines are recorded to ensure we are able to measure the impact of provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a more formal meeting held at least once a term where progress and next steps are discussed. If a child has a current Education Health and Care Plan, termly reviews are supplemented by a formal Annual Review.

The SENCO collates impact data of interventions to ensure that these are proving effective. Progress measures for all learners is monitored by staff and governors. Our school data is also monitored by the Local Authority and Ofsted.

Funding

Catton Grove Primary School receives funding directly from the Local Authority to support the needs of learners with SEN. Additional 'high needs' funding is available through a moderated application process. This funding is utilised to purchase staff support time and essential training, specialist resources and equipment.



SEN and Disability

The Equality Act 2010 defines a disability as a “physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day- to- day activities.” Many children with SEN could therefore be defined as disabled, and many children with disabilities have SEN, though the two do not necessarily coincide.

Transition

Transition is part of life for all pupils. This can be transition to a new class in the school, new teacher or moving to another school. Planning for transition is part of our provision for all learners with SEN. Moving classes will be discussed with you and your child during the summer term. The SENDCo is in regular contact with the secondary schools.

We will obtain information from each child's pre-school or previous school.

For those pupils with SEND leaving Catton Grove Primary School, we will always contact staff from the new school and will pass on all records.



Catton Grove Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement and excellence for all. This SEN report outlines our annual offer to learners with SEN but, to be effective it needs the views of our school community, parents/carers, learners, governors and staff. We hold regular meetings to discuss SEND provision, but are always willing to listen to feedback.

Arrangements for handling complaints

Any issues with the SEN provision made for a child should first be discussed with the child's class teacher, or with the SENCO, SEN governor or Head Teacher. If you feel that issues have not been resolved to your satisfaction, please follow the 'Complaints Procedure' detailed on the school website.

Links



For the Local Authority SEND offer, please follow this link: www.norfolk.gov.uk/SEN

The LA provides an additional support service 'The Parent Partnership Service' that can be directly accessed by parents: www.norfolkparentpartnership.org.uk

www.dfe.gov.uk

