



Norton Junior School

SEN INFORMATION REPORT – September 2019

Contextual Overview of Special Educational Needs at Norton Junior School 2019/20	
Total Pupils in School	242
Total SEN	43
% of SEN	17.8%
National SEN Support	14.9%
Total Education Health Care Plan (EHCP)	9
% EHCP	3.7%
National Statement / EHCP	3.1%

The kinds of Special Educational Needs that are provided for in school:

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place. This can be characterised by progress which:

- ➔ Is significantly slower than that of their peers starting from the same baseline
- ➔ Fails to match or better the child’s previous rate of progress
- ➔ Fails to close the attainment gap between the child and their peers
- ➔ Widens the attainment gap

The SEND Code of Practice highlights four broad categories of additional need:-

- ➔ Communication & Interaction
- ➔ Cognition & Learning
- ➔ Social Emotional & Mental Health
- ➔ Physical & Sensory Impairment

However, it recognises, as we do, that it can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Therefore, Norton Junior School considers the whole child and not just aspects of Special Need when considering personal development, independence, progress and attainment.

We look closely at:-

- ➔ Attendance & punctuality
- ➔ Health & Welfare
- ➔ English as an Additional Language
- ➔ Being a recipient of Pupil Premium





- ➔ Being a Looked After Child
- ➔ Being a child of a Service man or woman

The name AND contact details of the Inclusion Leader (Special Educational Needs Coordinator) AND further contacts where Parents/ Carers may have concerns:

Mrs R Ford	- Inclusion Leader
Mr A Hayes	- Headteacher
Mrs I Hodgson	- Learning Mentor
Mrs H Smith	- Learning Mentor
Revd R J Walton	- SEND Governor

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you should speak to the Inclusion Leader by telephoning: **01302 700303**.

In the event that you continue to have concerns please contact the Headteacher. The school SEND Governor can also be contacted for support via the school.

Policies for identifying children and young people with SEND and assessing their needs:

- SEND Code of Practice
- National Curriculum
- Special Educational Needs Policy
- Safeguarding Children in Education
- Behaviour Policy
- Anti-Bullying Policy
- Single Equality Policy & Accessibility Action Plan
- Health & Safety Policy

Arrangements for consulting parents of children with SEND and involving them in their child's education:

Partnership with parents is a fundamental part of whole school practice and we welcome and encourage full parental engagement in all aspects of provision. Parents of SEND pupils will always be consulted and kept informed on all aspects of their child's education:

- At least three times a year, class teachers will invite parents of pupils with SEND to plan and review personalised support programmes in terms of impact and progress following any intervention.





- SEND review meetings will provide opportunities to share ways in which parents can support their child to achieve identified targets. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home.
- For some pupils with SEND, it may be necessary to seek support and advice from external specialists, e.g. Educational Psychologists, Occupational Therapists etc in order to ensure we develop and maintain a range of flexible resources and strategies to meet the needs of all pupils.
- For some pupils with SEND, parents will be invited to attend annual review meetings or regular Team Around the Family Meetings, e.g. pupils with an Education Health and Care Plan, or where there is a range of multi-agency support in place. This will enable us to discuss their child's progress with all professionals involved.

Arrangements for consulting young people with SEND and involving them in their education:

- "Pupil Voice" is at the heart of everything we do at Norton Junior School.
- All children on the SEND Register complete a One Page Profile which celebrates their likes and dislikes, areas for improvement and aspirations for the future.
- We believe that children should be involved in decision making and discussions with regard to all aspects of their provision, welfare and academic progress.
- As a result, children feel confident to share perceived barriers to their learning and personal development and know that their views are listened to, valued and acted upon in the target setting and getting process.
- Where appropriate, pupils with Statements, Education Health Care Plans, or who are the subject of Team Around the Family meetings will be given the opportunity to attend all or part of their education planning meetings.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review:

- Parents of pupils with SEND will be invited to attend Review Meetings at least three times annually, in line with assessment points throughout the academic year. This will provide an opportunity to look at the impact of personalised provision with their child and class teacher when new plans and targets will be jointly established.
- Class teachers will use assessment data to "Assess, Plan, Do and Review" impact of interventions on identified targets within a child's personalised Provision Map.
- The Inclusion Leader will monitor Provision Maps and report to the Senior Leadership Team on the following:
 - Progress made towards social, emotional and other personal development targets
 - Progress and attainment of SEND pupils in Maths, Reading and Writing at each assessment point throughout the year
- Inclusion Leader, parents and external specialists will collaborate to 'Assess, Plan, Do and Review' SEND support for individual pupils as stipulated in the SEND Code of Practice.





Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

Rigorous and embedded practice ensures effective and timely transition arrangements are in place for all children moving into and out of our school. These include:

- A calendar of planned for and opportunistic visits between KS1 and KS3 feeder schools when children can meet and participate in lessons with their new teachers; attend celebratory events and experience other unstructured parts of the school day (eg lunch and after school)
- A series of cross phase handover Inclusion Leader meetings ensures high awareness of SEND and all other pupil needs so that effective pastoral and academic support is in place immediately upon transfer.
- Pastoral/Learning Mentor support staff liaison to address individual and collective perceived fears and anxieties linked to transition
- Additional 1:1 or small group familiarisation visits for pupils to build confidence and self esteem
- Attendance at key SEND/Team Around the Family/Annual Review meetings to share personal and confidential information
- A personalised transition programme will be devised jointly between pupil, parent and school for all children with SEND this may include: a programme of additional visits to the receiving school as appropriate; creation of Photo books for reference over the holiday period; joint parent and child familiarisation visits or the allocation of "Celebration Buddies" etc .

Approach to teaching children and young people with SEND

- Norton Junior School's practice is totally inclusive and all teachers are teachers of children with SEND.
- All staff, whatever their role within school, have a duty to promote equality of opportunity for all pupils and to display positive attitudes toward all pupils.
- Quality First teaching is always differentiated and personalised to ensure teaching and learning meets the learning styles and needs of all groups of children and that there are no barriers to the progress and achievement of every pupil.
- Suitable resources are chosen which both motivate and are sensitive to children with additional needs.
- Homework will be adjusted as needed to meet children's individual requirements.
- Visit Norton Junior School's [Local Offer](#) to view a range of intervention strategies currently available.



How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and these pupils will be identified on the school's Provision Mapping system. A graduated response to levels of individual need is ensured through our "Assess, Plan, Do & Review" approach to ensure specialist resources and interventions are organic and reflect the changing needs of each SEND child.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by:
 - Staff from other agencies or support services
 - Senior Leaders from within school
 - Other relevant courses which are relevant to SEND support and strategies can be undertaken or requested by consulting with the Inclusion Leader

Norton Junior School ensures that all staff have access to relevant professional development which directly addresses the development of expertise in SEND. Recent training has included:

- Teaching and Support staff training on ADHD & Child & Adolescent Mental Health Issues
- Teaching & Support staff training in the Acquisition of Reading, including strategies to support children with Literacy difficulties and dyslexia
- Teaching & Support staff Precision Teaching training to deliver Reading & Maths Interventions
- Learning Mentor training to Identify and Strengthen Support for Children with Low Self Esteem
- Teacher & Teaching Assistant training in the delivery of Inclusive PE
- Medical Conditions Awareness in Schools
- Learning Mentor Elklan Speech & Language Support Accredited Training
- Learning Mentor Speech Language Communication Champion Training
- Promoting Emotional Wellbeing and Positive Mental Health
- Sensory Circuit Training – Enabling children to settle to learn
- Accredited Thrive Training – Promoting a whole school approach to social emotional mental health & wellbeing
- Cygnet Training – Working with children with Autism





- Attachment, Trauma and Loss Training
- Comic Strip Conversations and Social Stories training lead by Senior Educational Psychologist
- Supporting Children with Eating Disorders training
- Separation, Loss and Bereavement Training (Rainbows)

The Inclusion Leader regularly liaises with a range of external specialists in order to implement whole school strategies to support all pupils, including those with SEND. These include:

- Educational Psychologist
- Speech Language Communication Therapist
- Occupational Therapist
- ASD Team
- CAMHS Consultant Locality Worker
- School Nursing Team
- Early Help Hub

Evaluating the effectiveness of the provision made for children and young people with SEND

The effectiveness and appropriateness of SEND provision is continuously monitored by the Inclusion Leader in conjunction with the Assessment Coordinator, Headteacher and Governor with Inclusion responsibility. The Inclusion Leader continuously monitors and evaluates SEND interventions in terms of impact and progress made. Pupil Progress meetings identify where progress is not sufficient and alternative arrangements are made – this may mean the implementation of an alternative intervention, but may also require a referral to other agencies for additional support and guidance or a referral to the Local Authority for a statutory assessment of Special Educational Need (allocation of an Education Health and Care Plan).

All Provision Map evaluations feed into the graduated approach to meeting the needs of all children within Norton Junior School.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- The ethos of Norton Junior School is for all children to be immersed in a Quality First teaching environment and to have equal access to a full range of curricular and extended school provision.
- We know that quality first teaching is the most effective tool to impact on learning and progress, as cited by the Education Endowment Foundation Research Body.
- Norton Junior School has invested in numerous 1:1 and small group evidence based structured interventions, linked to the Education Endowment Foundation research and advice.
- Alongside this, pupils with SEND will receive additional support in class, in small groups or one-to-one to work on the targets specified through the Provision Mapping process, but this does not detract from the core learning opportunities for all children.
- Our strategy of peer tutoring for some children evidences 5 months+ accelerated progress.



Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN. These include:

- A referral system for specific, targeted and personalised intervention through our Learning Mentors, where appropriate.
- Targeted interventions such as Thrive, Sensory Circuits, Social Communication Skills, Circle of Friends, Life Skills, Safety Ambassadors, Lunchtime Nurture Group and regular Health and Wellbeing discussions, alongside embedded whole school values, promote a whole school approach to Social and Emotional Aspects of Learning.
- ‘I am Unique’, ‘Hello Happy’, “Mighty Mo” and ‘Life Skills’ programmes will be used to support pupils with ASD across school.
- For some SEND pupils a designated adult is provided for additional pastoral support to share worries and concerns.
- Pupils with SEND are regularly targeted for participation in enrichment opportunities, both in and outside of school.
- The strength of relationships between peers and the embedded whole school Personal Social Health and Citizenship Education programme have a significant impact on a positive ethos and culture across school.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families

- Information regarding support services will be made available to parents via the school website, which signposts to Norton Junior School and the Local Authority’s “Local Offer”.
- Well established links with external agencies are utilised to support children, teachers and parents including: Health Service, Early Help Hub, Stronger Communities, Parent Partnership, Able 2 (a local disability sport provider) etc.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Any complaints from the parents of pupils with SEND will be dealt with through the school’s complaints procedure which is available on the school website or by request.

Details of the school’s contribution to the Local Offer, including information on where the Local Authority’s local offer is published

The intention of the Local Offer is to provide information for children and young people with Special Educational Needs and their parents or carers in one single place. It shows families what they can expect from a range of local agencies including Education, Health and Social Care.





Knowing the range of services in our locality will give families more choice, and therefore more control, over what support is right for their children.

Information regarding the Local Authority's Local Offer can be found by opening the following hyperlink:
[Doncaster's Local Offer](#)

Reviewed February 2020
Next Review February 2021



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