



Positive Handling

January 2021

Review annually

SEND Information Report

This information explains the variety of ways in which we are able to support your child to reach his/her full potential during their time with us at Normanton Common Primary Academy.

Normanton Common Primary Academy is a mainstream setting. We are an inclusive school and welcome children with SEND as outlined in the 2014 SEND Code of Practice. Please see our admissions policy for further details.

At Normanton Common, we ensure that all pupils have access to an enriched environment and a stimulating curriculum that enables all children to enjoy and achieve their full potential. Children are encouraged to foster a keen desire to learn and do well and reach their goals in a safe and secure learning environment. As such, we are committed to narrowing the attainment gap between children with SEND and their non-SEND peers.

Our Special Educational Needs Co-ordinator (SENCO) is Mr Adam Riby - please contact via the school office 01924 890576.

Our SEND Governor is Mrs Lynda Beavis.

The School works with due regard to the following guidelines:

[The Special Educational Needs and Disability Code of Practice: 0 to 25](#)

[Schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)

[The Equality Act 2010](#)

[Section 69\(2\) of the Children and Families Act 2014](#)

What is a special educational need?

'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 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. (Taken from paragraph xiv, SEN Code of Practice 2015).

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act 2014)' (SEN Code of Practice 2015)

What is a disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A *physical or mental impairment* includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

The Academy carries out accessibility planning for disabled pupils. Follow the link below to see our Accessibility Plan:

[Normanton Common Primary Academy Accessibility Plan](#)

What SEN do we provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe learning difficulties

How do we identify pupils with SEN and assess their needs?

Class teachers make regular assessments of all pupils. Your child may be identified as having a special educational need if they are struggling to develop age appropriate skills, or they have identified needs which impact on their ability to learn in the classroom environment. Teachers will speak to the SENDCO if they are concerned about a child's progress or think a child has specific needs. Half termly pupil progress meetings support this progress and ensure regular discussions take place.

How do we consult and involve pupils and parents?

The SENDCO/teacher will then arrange a meeting with parents to discuss school's concerns. With parental permission the child may then be placed on the SEND Register. The pupil views will also be taken into account through pupil voice work. This will be an opportunity to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

How do we assess and review pupils' progress towards their outcomes?

The school has a rigorous programme for assessing pupil's learning. We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a daily/regular basis to ensure that the opportunities presented to children are appropriate and give them the chance to succeed. The same systems and procedures are in place for children with special educational needs. In some instances additional assessments may be appropriate for children with special educational needs in order to determine their strengths and areas for development. We hold half termly pupil progress meetings to review progress and look at next steps. This will be shared with parents termly by the class teacher and/or the SENCO.

For children who require additional, their learning may be supported through a One Page Profile (which sets out what can be done to support them) and/or a Supporting Me to Learn Plan (which sets specific termly targets).

For some children in school who require high levels of support and outside agency involvement, it may be appropriate to initiate a My Support Plan. This clearly articulates the level of support required, outside agency advice and any intervention needed. This is reviewed termly with parents and agencies. Should all be in agreement, this document can be sent to the Local Authority to request a statutory assessment of Special Educational Need. Should an Education Health and Care Plan be agreed, this will be reviewed annually, alongside the usual termly reviews.

If your child is not accessing the National Curriculum at an age appropriate level, an alternative assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress. We use Wakefield Progression Steps. At the end of KS1 and KS2, children may be assessed on P-levels or Pre-Key Stage Standards.

How do we support pupils moving between phases?

We have a rigorous transition procedures in place to share information with the school, college, or other setting the pupil is moving to. We will discuss with parents and pupils what will be shared as part of this.

How do we teach pupils with SEN?

'Quality First Teaching' is an entitlement for all children and School are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times in school. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated to take account of different learning styles and abilities. In addition, school staff are trained to enhance their daily teaching practice in order to make the classroom environment and the delivery of the

curriculum more accessible for children with identified needs. Teaching and learning is carefully targeted to meet individual need. This is called personalised learning.

Where need is identified, we will also provide small group or individual interventions such as:

- Read, Write, Inc.
- Catch up
- Lego Therapy
- Time to Talk
- First Class @ numbers

Interventions are agreed at pupil progress meetings, recorded on the class provision map and this process is used to monitor the effectiveness and progress made. Class teachers are responsible and accountable for the progress and development of all the pupils within their class.

How do we adapt the curriculum and the learning environment?

We make adaptations and reasonable adjustments to meet the needs of our pupils wherever possible through:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

See or school accessibility plan.

How do we provide additional support for learning?

We have a number of teaching assistants in school who are trained to deliver interventions and support children with their learning within class. Some support is required on a 1:1 basis but also small group and within whole class.

We also have a Pastoral Support Manager (Sarah Conway) and Learning Mentor (Helena Ho) who provide support around social, emotional and mental health needs and engage in direct work with children and families.

We work with a range of agencies to support us in identifying necessary support including:

- Communication and Interaction Advisory Team
- Educational Psychology Service
- Learning Support Services – for pupils with cognition and learning difficulties
- Sensory Services for pupils with visual or hearing needs
- Habilitation Services – for pupils with Physical and Visual difficulties
- School Nursing services

- Children's Social Care

Outside services paid for centrally by the Local Authority but delivered in school:

- Speech and Language Therapy (provided by the NHS)

Outside services provided and paid for by the Health Service but delivered in school:

- Occupational Therapy
- Physiotherapy

What expertise and training do staff have?

Our experienced SENCO is accredited and a member of the Senior Leadership Team. We recognize this is a key role within school. Teachers and Teaching Assistants receive regular training on INSET and staff meetings. This has included training on ASD, supporting speech and language, differentiation and the graduated response. Some members of staff have training from outside agencies in specific areas to support identified children.

How do we secure equipment and facilities?

We work closely with outside agencies to determine what equipment is needed and they support in securing funding as appropriate.

How do we evaluate the effectiveness of SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Holding ½ termly pupil progress meetings
- Reviewing pupils' individual progress towards their goals each term through SMTL/MSP
- Reviewing the impact of interventions through provision mapping
- Using pupil voice
- Monitoring by the SENCO/SLT
- Holding annual reviews for pupils with EHCPs

This sits alongside our monitoring and evaluation schedule and ongoing school improvement priorities.

How do we enable pupils with SEN to engage in activities available to those in school who do not have SEN?

We encourage and support pupils to engage in all activities, working with parents and professionals to make best endeavors to ensure all children are included fully and have the same opportunities. See our Accessibility Plan for more information.

How do we support and improve emotional and social development?

We have a dedicated Learning Mentor and Pastoral Support Manager who carefully monitor and support the emotional and social development and wellbeing of all pupils. Interventions such as Lego therapy and Socially Speaking may be used to provide targeted support for this. We also run Mindfulness lessons, run by a specialist teacher, across key stage 2 to develop children's self-awareness and emotional regulation. Our robust behaviour policy is informed by trauma based practice and is underpinned by our nurturing approach.

What is the school's complaints procedure?

Click [here](#) to read the school's procedures for handling complaints.

It is the school's intention to resolve all concerns swiftly and amicably, but In the event of any difficulties, the school will ensure that:

- Parents are able to bring any concerns to the attention of the Class Teacher and or the SENCO / Headteacher
- If the concern is not resolved and the parent wishes to pursue the matter further, the school will ensure that parents are aware of the LA's SEND disagreement resolution service. Further information about this process is available from the LA and the Parent Partnership Service.

Where can I find information on where the local authority's local offer is published?

Please access this information via the link below:

<http://wakefield.mylcaloffer.org/Home>