

# Norton Juxta Kempsey Primary School



## School Information Report for learners with Special Educational Needs and Disabilities (SEND)



As a school we actively encourage a can do attitude which enables the pupils to become confident and independent. Our values for learning promote respect, resilience, perseverance and mutual understanding and our values for life promote fellowship, trust and compassion. With these values embedded within our school, we expect pupils to support each other in their learning.

We are a fully inclusive school, ensuring that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN (Special Educational Needs), in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

### Areas of special educational needs

Any pupil at some stage within their school career may develop an individual educational need that differs from the majority of their peers. The definition of Disability and Special Educational Needs (SEND) for the purposes of this policy will be if a child requires special educational provision in order to access the curriculum and/or achieve his or her full potential. This provision will include those with learning difficulties, physical needs and social, emotional and mental health. There is a separate policy which outlines the schools approach to Gifted and Talented children.

Children may have special educational needs either throughout their schooling or at any time during their school career. This policy ensures that planning and assessment for children with special education needs takes account of the type and extent of the difficulty being experienced by the child.

A child may have a learning difficulty if they have significantly greater difficulty in learning than the majority of the children of the same age, or if they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

For the purpose of this policy SEND refers to any child who displays one or more of the following factors;

- Moderate learning difficulties in more than one area
- Specific learning difficulties
- SEMH (Social, Emotional and Mental Health)
- Physical needs including mobility
- Sensory needs
- Speech and language difficulties
- Specific medical conditions.



## Identification, assessment, provision and review (see appendix 1)



All pupils are entitled to a balanced and broadly based curriculum, which provides them with enriched activities to enhance their learning. At NJK our vision ensures that all teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through first quality teaching and differentiation within the classroom, which may include support from the TA or teacher through guided group work.

At NJK, we are committed to early identification of Special Educational Needs through the graduated response, which is in line with the Code of Practice (2014). All pupils throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular meetings with the SEND Co and the class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SEND Co in order to decide whether additional and/or different provision is necessary. At NJK we offer specialised interventions programmes and have trained staff to ensure that the support given to the children is of a high quality. Baseline assessments and end of intervention assessments are completed so that we can measure the children's progress and ensure that the intervention is supporting them in narrowing the gap and suiting their needs. If a pupil requires additional/different support then the class teacher works with the SEND Co to devise an intervention which is tailored to the individual's need.

For those children who have been seen by an external professional an individual provision map (IPM) will be drawn up by the SEND Co in consultation with the class teacher and parents. The pupils will then be identified as receiving SEND Support. Each IPM will be reviewed at the end of each term and a review of the targets will be completed with the SEND Co, parents, class teacher and if necessary the support staff who have provided the additional support. If several different professionals are involved with the child, multi-agency meetings are completed to review the IPM and the pupil's targets. This helps to ensure that all those contributing to the support of the child have an opportunity to give their professional opinion within their specialist area.

While the majority of learners with SEND will have their needs met in this way, a small minority will meet the criteria to apply for an Educational and Health Care Needs Assessment (EHCNA). Through this, the Local Authority will determine whether to make provision in accordance with an Educational and Health Care Plan (EHCP)



## Access to the curriculum



All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teachers and support staff at NJK in their planning and teaching strive to:

Provide suitable learning challenges

Meet the pupils' diverse learning needs

Remove barriers to learning and assessment

With advice from the SEND Co and support team, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop pupils' knowledge, understanding and skills including the use of ICT. Where appropriate, teaching resources are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

In addition to the statutory curriculum NJK provides children the opportunity to take part in a wide range of particular activities. These include a range of musical, creative and sporting activities/clubs. Pupils with SEND are actively encouraged and supported to join and benefit from these activities.

## Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within schools will take place at the appropriate time and information will be shared with the SEND Co at their next school. This information will outline needs and support that has proven effective. Where possible children will visit their new school and in some cases liaisons between staff and additional visits between schools by either staff or the child will be arranged.



“Every teacher has the responsibility to adapt teaching to respond to the strengths  
*Teaching standards 2012*



and needs of ALL pupils”

Stage 1 - Initial concern is raised by either the parent, school or child. Form to be filled in with the reasons for the concern.

Stage 1 - Meeting with parents to discuss concerns and to gather evidence of parent’s views. Discuss their views of their child’s strengths and difficulties.

Stage 1 - Data analysis completed by the SENco and teacher

Stage 1 - SENco to complete a classroom audit with class teacher.

WAVE 1

Stage 1 - Meeting with parent to discuss classroom audit, outcomes and next steps.

Plan 1 - Plan a 4-6 week intervention – baseline assessment completed.

Review 1 – Review with teacher, SENco and parent.

Plan 2 – Plan a 4-6 week intervention.

Review 2 – Review with teacher, SENco and parent

WAVE 2

Review 3 – Review with teacher, SENco and parent

Plan 3 – Plan a 4-6 week intervention.



“Every teacher has the responsibility to adapt teaching to respond to the strengths and needs of ALL pupils” *Teaching standards 2012*



External advice gained.

Plan 4 – Based on external advice received SENco & teacher meet to discuss evidence-based and effective teaching approaches, appropriate equipment, strategies and intervention in order to support the child’s progress. IPM put in place with targets. (4-6 week intervention run)

Review 4 – Review with teacher, SENco and parent.

Plan 5 – Plan a 4 – 6 week intervention.

Review 5 - Review with teacher, SENco and parent.

External assessment - Where, despite the school having taken relevant action to identify, assess and meet the SEN needs of the child but the child is not making expected progress - an external assessment should be requested.

Plan 6 - Based on external assessment received SENco & teacher meet to discuss evidence-based and effective teaching approaches, appropriate equipment, strategies and intervention in order to support the child’s progress. IPM put in place with targets. (4-6 week intervention run)

Review 6  
Review with teacher, SENco and parent.

Plan 7 – Plan a 4 – 6 week intervention.

Plan 7 – Review with teacher, SENco and parent.

EHC - Where, despite the school having taken relevant action to identify, assess and meet the SEN needs of the child but the child is not making expected progress - an EHC application will be completed and a TEAM AROUND THE CHILD.

## Appendix 2



### 1. School entitlement offer to pupils with additional needs

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| <p>Communication and Interaction Needs:</p> | <p>Autistic Spectrum Disorder</p> <p>Speech, Language and communication Needs</p> | <ul style="list-style-type: none"> <li>• Whole school awareness and understanding of communication and interaction needs.</li> <li>• The engagement of parents/carers in formulating plans to support their children is central to the work of the school.</li> <li>• Pupils will access strategies and resources typically available in the ordinary classroom such as the math and literacy toolkits.</li> </ul>  |
| <p>Cognition and Learning Needs.</p>        | <p>Moderate Learning needs</p> <p>Severe Learning Difficulties</p>                | <ul style="list-style-type: none"> <li>• Working walls provide visual prompts for children as well as visual teaching aids to support learning</li> <li>• The new Talk for writing approach to our literacy teaching provides children with visual aids.</li> <li>• The NJK punctuation policy adds a kinesthetic approach for pupils when they are learning how to punctuate different sentences.</li> <li>• Tasks may be differentiated by level/pitch/outcome/pace and grouping. Aspects of structured teaching might be helpful.</li> <li>• Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.</li> <li>• Pupils may benefit for small focused guided group teaching.</li> <li>• Grouping arrangements and the additional support in classroom are flexible to promote social interaction, independence, language use/understanding and use of imaginative and creative thinking.</li> <li>• Talk partner work is used and develops peer support. This is well established and developed.</li> <li>• Pupils may need access to ICT software to access the learning. Portable laptops are available in school.</li> <li>• An approach that incorporates routines, structured tasks and rewards.</li> <li>• Life and independent skills taught.</li> <li>• Emphasis on addressing stress producing factors which might lead to sensory overload.</li> <li>• Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement. For example, all staff at NJK have had the Autism level 1 training.</li> <li>• Access to other professionals as appropriate e.g Educational Psychologist/Autism team/Speech and</li> </ul> |



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|  |   | <p>Language therapist and or Specialist teacher (learning)</p> <ul style="list-style-type: none"> <li>• Use of individual education plans. Pupils, parents and staff are all involved with the formulation, review and implementation of these documents. These are shared with all the adults that work with the child.</li> <li>• Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils.</li> <li>• The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success.</li> <li>• All support staff are effectively deployed to ensure pupil progress, independence and value for money.</li> <li>• The SENDCo has undertaken the national accreditation in this role and provides advice and guidance to staff.</li> <li>• Access to teaching and learning for SEND pupils is monitored through the school's self evaluation processes.</li> <li>• Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils.</li> <li>• All school-related activities are evaluated in terms of their positive impact upon learning, success and inclusion of SEND pupils.</li> <li>• Communication with parents is of paramount importance – half-termly meetings with the SENDCo and class teacher occur.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>• Small group targeted interventions programmes are delivered to pupils to improve skills in a variety of areas.</li> </ul> |
| <p>Social, Mental and Emotional Health</p> | <p>Emotional Health and Well-being</p> <p>Social Need</p> | <ul style="list-style-type: none"> <li>• The school ethos values all pupils and their diverse abilities are equally celebrated.</li> <li>• Whole school practice promotes a programme of social and emotional skills for all pupils.</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</li> <li>• TA's are well deployed to support access to learning and provide support during unstructured times.</li> <li>• The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised.</li> <li>• Risk assessments effectively ensure that action is taken to</li> </ul>   |



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|                                    |   | <p>increase the safety and inclusion of all pupils in all activities.</p> <ul style="list-style-type: none"> <li>• Support is offered and signposted to families in order to reduce the impact of any disadvantage.</li> <li>• The school provides effective pastoral care for all its pupils.</li> <li>• Access to information and support is provided within school for mental, behavioural and social needs.</li> <li>• External support is sought and any advice implemented to support individual pupils' needs.</li> <li>• Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement.</li> <li>• Social, Moral, Spiritual and Cultural development is central to all teaching and learning within school.</li> <li>• The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated.</li> <li>• Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. The groups also provide support in developing self-regulation/self-management skills.</li> <li>• Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and mental needs.</li> </ul> |
| <p>Sensory and Physical Needs:</p> | <p>Hearing Impairment</p> <p>Multi-Sensory Impairment</p> <p>Physical and Medical Needs</p> | <ul style="list-style-type: none"> <li>• Accessible school environment including out of hours activities and school trips</li> <li>• Minor adjustments are made to classroom practices, and materials/equipment may be required</li> <li>• Staff are skilled at selecting appropriate methods and materials in lesson plans to ensure access across the curriculum</li> <li>• Favourable seating arrangements are identified</li> <li>• All staff are aware of individual students' sensory/physical disability and implications in all teaching and learning environments</li> <li>• Staff are aware that for some pupils, a sensory or physical disability could impact on their language and social interaction</li> <li>• Staff should encourage students to wear appropriate sensory equipment</li> <li>• Staff should ensure that all students have understood all</li> </ul>  |



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|  |  | <p>instructions</p> <ul style="list-style-type: none"><li>• Pre teaching opportunities to be available</li><li>• School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement</li><li>• General whole school training, advice and support from external professionals is accessed, as appropriate</li><li>• Clinical diagnosis of impairment is understood by staff</li><li>• Assessment by appropriately qualified professional may be necessary, which may result in involvement of other agencies on a regular basis, for example therapy sessions</li><li>• Staff and pupils have appropriate access to Communications skills advisor, Qualified Teacher Sensory Impairment and/or Mobility Specialist</li><li>• School can access advice on the purchase and upkeep of particular equipment</li><li>• Consideration of the need for adult support /key worker with specific skill set</li><li>• Advice on particular software technology to support access to the curriculum</li><li>• Training required on Manual Handling</li></ul> |
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Particular groups of children and young people may be at greater risk of poor educational outcomes by virtue of:

- Being looked after or on the edge of Care
- Special Educational Needs / Learning Difficulties and Disabilities
- Being excluded or at risk of exclusion from school
- Attending a school that is in an 'Inadequate' Ofsted category of concern
- Their ethnic background, including those from Gypsy, Roma, Traveller background
- Arriving in the UK and having English as an additional language
- Missing education or not accessing suitable education
- Being inappropriately Electively Home Educated
- Ill health, including hospitalisation, affecting attendance at school
- Being Not in Education, Employment or Training (NEET)
- Drug or alcohol misuse
- Being teenage parents
- Being young carers
- Offending or at risk of offending
- Their own or their parents' mental health
- Living in inappropriate or inadequate accommodation
- Being a Persistent absentee

- Being eligible for Pupil premium



- Being eligible for Free school meal / over 6
- Being More able
- Being Gifted and talented

