

# George White Junior School

## **SEN Information Report and Policy**

### **2021-22**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special educational needs or Disability (SEND).



The report outlines the provision for children with SEN within our school. This document also incorporates the school SEN policy, which outlines how we deliver the provision in line with the school values, visions and structures.

#### **Who to contact**

At George White we value all members of our school community. Our local offer has been produced with pupils, parents and carers, TRUSTEES, and members of staff. We would welcome your comments and feedback on our information report, so please do contact us. The best people to contact are:

- Amy Barker (Acting SENCo)
- Maureen Hanke (Trustee)
- Julian Healey (Head Teacher)

If you think your child may have SEN, please speak to their Class Teacher in the first instance, or contact Amy Barker, our Acting SENCO, on 01603 425515 or by email at [senco@georgewhite.norfolk.sch.uk](mailto:senco@georgewhite.norfolk.sch.uk)

#### **Aims and Objectives of this Policy**

- To be an inclusive school
- To reach high levels of achievement for all
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders

- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

### **Inclusion**

We believe at George White, that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, area of difficulty, prior attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with special educational needs
- Learners who are disabled
- Those who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion
- Any learners who are underachieving against their academic potential
- LGBTQ
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)

At George White Junior School, we aim to identify children's needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. This policy seeks to explain our school offer to pupils with Special educational needs, and to support them in removing barriers to their learning and reaching their academic potential.

George White Junior School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We believe in a learner centred approach to support, where we work in partnership with the parents/carers and other agencies.

### **Inclusion Principles**

- Staff at George White Junior School value students of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best solution for each child
- Within each class, teaching and learning styles and organisation are flexible, to ensure effective learning.
- Creative solutions and interventions are sought to enable all pupils to reach their full potential within George White Junior School's existing structure.

### **Admissions Arrangements**

No pupil will be refused admission to school on the basis of their special educational needs (see Norfolk fair access protocol 2016/17). The school has a duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils to prevent them being put at a significant disadvantage (SEND Code of Practice 2014). Please see the school's Admission Policy

### **Accessibility**

Please refer to the school's Accessibility Plan

The school comprises of one building with the majority of rooms on one level. There are no mainstream classes upstairs. All areas in the main school are accessible by wheelchair and there is a ramp to get into the main entrance and into the small hall.

There is a designated disabled parking bay near the rear school entrance

There is a disabled toilet within a separate bathroom

If you have any specific queries or concerns with regard to accessibility to the school site then please contact the main school office in the first instance.

### **Management of SEND within the school**

The trustees have delegated the responsibility for the day to day implementation of the policy to the Special Needs Co-ordinator (SENCo), who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure 'Quality First Teaching', with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND and are deployed to specific needs as they are identified.

#### ***The SENCO is responsible for:***

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing SEN Teaching Assistants
- Reporting to the trustees and the head teacher
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN (in conjunction with class teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and the child educational psychology practice, health and social services, and voluntary bodies

### **Our Approach to Teaching Learners with SEN**

At George White, we want all adults and children to participate in learning. We celebrate all members of our community. Our aim is to create a welcoming environment and an inclusive culture, which includes being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

### **‘All different, All Equal, All learning’**

Our teaching and learning policy is underpinned by our belief that as a learning community and wider society we are all different, all Equal, and all learning.

The policy for teaching and learning can be found on the school’s website.

We aim to work together - parents, staff, trustees and pupils - for the benefit of *all* those who come to our school, including those with additional needs. We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings.

### **How We Identify SEN**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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:**

- a) has a significantly greater difficulty in learning than the majority of others the same age, or**
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

Every teacher is expected to teach at a range of levels that reflect the pupil’s range of interest and understanding; this is called a differentiated curriculum. Where pupils’ progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching and a differentiated curriculum, it *may* be that the child has SEN. If your child is identified as having SEN, it is our job to offer them something additional or different to the normal differentiated curriculum. Any extra or additional provision is designed to overcome the barrier to their learning.

There can be a many reasons for learners not making expected progress. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does *not* mean that *all* vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision additional to, or different from other learners will be identified as having SEN, this can include ‘looked after’ children.

## **Assessing SEN at George White Junior School**

Class teachers, support staff, parents/carers and children themselves may be the first to notice a difficulty with learning. In accordance with the Code of Practice, we believe that identifying need at the earliest point and then making effective provision, will improve long-term outcomes for the child.

The school uses a number of indicators to help use to assess whether a child has SEN:

- Regular pupil progress meetings with Senior Leadership Team which involve looking at progress and attainment
- Discussions with the SENCO
- Performance in class and within assessments
- Parental or child concerns
- Information from previous schools

For some learners, we may want to seek advice from specialist teams. Our cluster buys into a package of support from the Child and Educational Psychology Practice (CEPP) and through this service, the school can request assessments, consultations, training and advice.

### **Our SEN profile**

In September 2020 our SEN profile showed that we had 20% of children identified as having SEN and 8% of those children have an Education, Health and Care plan. Of these pupils:

- 45% were identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 23% were linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)
- 0% were linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)
- 25% were linked to Social, Mental and Emotional Health.

### **What We Do to Support Learners with SEN**

Every teacher is expected to adapt their teaching, classroom and resources to meet the needs of all children and to ensure that they make the best progress they can. Where possible, children with SEN will engage in all the activities of the school alongside those children who do not have SEN and reasonable adjustments will be made for this to happen.

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This support is set out in a chart called a 'provision map'. The provision map will change every year as the learners and their needs change.

- Individual needs are discussed with the SENCO and the range of provision may include:
- In class support for individuals or small groups by a Teaching Assistant

- Structured interventions out of class e.g. Phonics, Maths, ARROW, Success at Arithmetic, ELSA, WellComm Communication, precision teaching
- 1:1 support out of class working on specific targets identified in a learning support plan
- Additional resources e.g. writing frames, maths apparatus, laptop, word banks, visual timetables
- Additional support from the teacher in understanding tasks
- Extra curricular activities including homework club
- Individual mentoring
- Additional training for staff to ensure that needs are being met

The school has a number of groups operating for children who are experiencing social, emotional and mental health difficulties. These include supported play provision, Time for You worker as well as learning behaviour interventions.

Our provision map is shared with other schools in our cluster so that we can learn from each other to try to meet the needs of learners. The cluster work closely together and share training and expertise. This also enables us to provide smooth transitions between schools.

The cluster is made up of:

- Magdalen Gates Primary
- Catton Grove Primary
- Angel Road Infant and Junior
- Mousehold Infant and Nursery
- Mile Cross Primary
- Lionwood Infant and Junior
- Heartsease Primary Academy
- Sewell Park College
- Open Academy

Where a child needs additional equipment and facilities, reasonable adjustments will be made and resources will be bought within this remit. If a child needs resources or support beyond what can be provided by the school due to financial constraints, the school can put in a bid to county 'top up' funding. The funding panel meets once a term and there are specific criteria which must be met for an application to be successful. There is a limit on the amount of funding that can be provided and schools have to apply for packages of support.

### **How do we find out if this support works?**

Every child with SEN will have a Learning Support Plan. The plans follow an 'assess, plan, do and review' cycle. Some children with social and emotional needs will also have a personal support plan.

*We **assess** the child's needs and identify barriers to learning*

*We meet to **review** the success of the plan and identify what needs to happen next.*



### ***The Learning Support Plan (LSP) will contain:***

- Basic information about the child (date of birth, class etc.)
- Strengths and successes
- Barriers to learning
- Plan based on initial assessment, a plan for what we are going to do, and outline of how we will do it and a review (Assess, Plan, Do and Review)
- Parent and pupil feedback
- Next steps

The LSP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

The interventions and support used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. These reviews will involve children and their parents or carers, as well as class teachers.

### **What happens if support is not effective or if additional support is required?**

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve:

- speech & language therapy services
- school to school support and support from specialist resource bases
- occupational therapist
- physiotherapist

- a specialist learning support teacher or educational psychologist
- health services such as a paediatrician
- mental health services such as Point One
- voluntary charity organisations, such as Nelson’s Journey, Break
- support from the cluster.
- Top up funding from the local authority
- other children’s services support e.g. social care

The school also hosts a Cognition and Learning Specialist Resource Base (SRB) This is a separate specialist unit that supplies out-reach and in- house provision for children with learning and cognitive difficulties, using delegated funding allocated by the local authority. The school has to submit a referral to panel if it is felt that this would provide effective support any child.

Where there is evidence that, despite the school taking relevant and purposeful action to identify, assess and meet the special education needs of the child or young person, the child or young person has not made expected progress an application for an assessment for an *Education, Health and Care plan* may be necessary.

Either the school or the parent can request an Assessment and there are specific criteria which must be adhered to when considering when an assessment is appropriate.

Further information about Education, Health and Care plans can be found within the Norfolk Local Offer at:

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

### ***Education, Care and Health Plans***

An EHCP will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for assessment does not inevitably lead to an EHCP.

The purpose of an EHCP is as follows:

- to establish and secure the best possible outcomes across education, health and social care based on the child or young person’s needs and aspirations
- as they get older to prepare them for adulthood
- to specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcomes
- to secure the special educational provision assessed as being necessary to meet the SEN of the child or young person

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and liaise with parents and children to invite the appropriate personnel

The aim of the review will be to:



- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it if appropriate to set new objectives for the coming year

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

In September 2019, less than 1% of the learners in school had an EHCP.

### **Record Keeping**

For all pupils on the SEN register, a file is kept to record the steps taken to meet the child's individual needs. Records will be kept securely and are accessible to parents and carers on request. The records notes from meetings, the learning support plan, information and reports from other agencies e.g. Educational Psychologist, speech and language.

### **Training for staff**

Continuing professional development is provided for staff in the area of SEN in accordance with the needs of learners currently on the the SEN register. In 2017-18, training included:

- Writing effective LSPs
- SENCO network and cluster meetings
- Precision teaching
- Step on and step up
- Success at arithmetic
- Inclusive practice
- Maximizing teaching assistant performance
- Emotional Literacy Support
- Trauma informed schools

### **Other Opportunities for Learning**

At George White 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. A letter is sent out each term detailing clubs. Please contact the office staff if you would like to know the clubs which are currently on offer and also if your child has any specific requirements for extra-curricular activities.

## **Partnership with Parents**

The school aims to work in close partnership with parents and carers. Please contact the SENCO, Julian Healey, if you would like to discuss any issues to do with SEN.

We aim work in partnership with parents of children with SEN in the following ways:

- giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education.
- making parents and carers feel welcome at all times
- ensuring all parents and carers have appropriate communication aids and access
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child with parents
- making parents and carers aware of the Norfolk SEND partnership service who offer advice to children and their parents/carers about SEND including the process of applying for EHCP assessment. Click on the logo for further details



## **Involvement of pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to –

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for learning)
- contribute ideas to setting of targets and how they feel they can be best supported
- self-review their progress and set new targets

### **If you are worried your child is being bullied**

Children with special educational needs can be vulnerable to bullying. Staff at George White take all incidents of bullying very seriously and its approaches are explained in the anti-bullying policy. Please contact a member of staff as soon as possible if you are worried your child may be bullied.

Useful contacts for further information and advice about anti-bullying

[www.childline.org.uk/Bullying](http://www.childline.org.uk/Bullying)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.kidpower.org](http://www.kidpower.org)

Within the school's theme of 'Respect', an inclusive culture is fostered where everyone in the school community is valued. Friendships and social skills are important features of successful learners, and staff work hard to ensure that children are supported in this area. Support that is provided includes:

- Time for You worker for identified children
- A structured phonics programme to ensure all pupils can read
- Staff encouraged to share lunch with the children to encourage positive conversations and inclusion
- Structured playtimes for identified children to support with making and sustaining friendships
- Parent Support Advisor

### **If you are not happy with the SEN provision that is being offered to your child**

We want all children to feel happy and well supported to reach their potential whilst at George White. If you have any concerns regarding SEN provision, we advise all parents to speak to a member of staff about any concerns they might have. If you have concerns around SEN provision for your child, please speak to the class teacher and arrange a meeting with the SENCO to try to address any issues. If you still feel that your concerns have not been resolved, please follow the complaints procedure as outlined [here](#).

### **Next steps**

Moving on is part of life for all learners. This can be transition to a new class in school, having a new teacher or moving to another school. George White Junior works in close partnership with feeder and receiving schools to plan and provide for positive transitions for children with SEN, and additional support is put in place where necessary to ensure the transition is as smooth as possible. Parents should discuss any concerns regarding transition with the class teacher or SENCO.

### **Have Your Say**

George White is *our* community's school. To be effective it needs the views of all: parents/carers, learners, trustees and staff.

This information report and policy was written in September 2020. It is due to be reviewed in September 2022. If you would like to be part of that review, please contact Amy Barker.

If you have any comments or feedback on our SEN information report and policy, please contact Amy Barker (Acting SENCo) at [senco@georgewhite.norfolk.sch.uk](mailto:senco@georgewhite.norfolk.sch.uk).

