



SEN Information Report 2020

Swanton Morley Primary School is a successful school that works hard to meet the needs of all children. Our primary aim is for the children to enjoy their time here, learning through a wide and varied curriculum that provides real life context and experiences.

Introduction

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 schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The information published must be updated annually.

At Swanton Morley Primary School we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our local offer, so please do contact us. The best people to contact this year are:

Ruth Robinson	SEND governor
Judy Wright	Special Educational Needs Coordinator (SENCo)
Tom Snowdon	Headteacher

If you have any specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions on the website www.norfolk.gov.uk/SEN. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Judy Wright through the school office.

How we identify special educational needs and what should I do if I think my child has Special Educational Needs or is falling behind?

Children can fall behind in school for a variety of reasons. They may have been absent from school or have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English fluently or they may have worries that distract them from learning. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. However, we make sure that all our children have the support and encouragement they need to progress.



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In the new code of practice SEN is defined as

- Having a significantly greater difficulty in learning than the majority of others of the same age; or
- Having a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At Swanton Morley Primary School children are identified as having SEN through a variety of ways including the following: -

- Before your child starts school, we will have conversations with you to discuss any concerns you may have.
- We will look at reports from professionals such as paediatricians and therapists.
- Liaison with the previous school or nursery
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher
- From liaison with external agencies and the Cluster SENCO
- Health diagnosis through paediatrician

The SENCO also supports with the identification of barriers to learning. We have a range of assessment tools available which we share with our cluster of schools.

How to raise concerns regarding your child.

Talk to us - please contact either your child's class teacher, the SENCO or Headteacher. Appointments can be made through the school office.

How does Swanton Morley School support learners with SEN?

If your child is identified as having SEN, we will provide provision that is 'additional to' or 'different from' the normal differentiated curriculum in line with their needs. This provision is intended to overcome the barrier to their learning/SEN and ensure they can make progress from their starting point.

All children will receive in the first instance Quality First Teaching. Every teacher is expected to adapt their classroom, teaching and the resources they provide to help children with SEND make the best progress they can. The SENCO and senior leadership team support teachers to achieve this by providing advice and training as required. Our teachers use various strategies to help ensure children with SEND are included and able to access our full curriculum. This might include using:

Individual visual timetables

Personal reminders

Writing frames

Laptops or other alternative recording devices

Positive behaviour rewards system



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Word lists and dictionaries

Use of coloured overlays and paper

Writing support equipment, such as pencil grips and writing slopes.

The class teacher will oversee, plan and work with each child with SEN to ensure that progress in every area is made. Learning tasks will be differentiated to meet the needs of all children in the class. There may be a Teaching Assistant working with your child either individually or as part of a group.

In addition to support in class we use a range of Interventions to enable children to get back on track. These include:

Small group Read Write Inc

Fresh Start

Sound Discovery

Catch up literacy and Maths

Individual phonics tuition

Individual Reading

Gross & Fine Motor skills support

Write from the start

Talk boost

Speech and Language support

Nurture activities

Time for You - Benjamin Foundation

The SENCO oversees the support and progress of any child requiring additional support across the school.

How the school's resources are allocated and matched to children's SEN needs.

Swanton Morley Primary School receives funding directly from the Local Authority to support the needs of learners with SEN. The amount can be seen in the Norfolk SEN memorandum. We can also apply to the Local Authority for 'top up' funding for learners who need a greater level of support, however funding levels have been significantly reduced over the last year.

We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available.

We have a team of Teaching Assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. We try where ever possible to work with small groups of children to get maximum value for money and to prevent children from feeling isolated from their peers.

The budget is allocated on a needs basis.



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How is the decision made about what type and how much support my child will receive?

The type of support we provide is dependent on the individual's needs, and the support that we offer is described on a chart called a provision map within school. It does not detail the individual children's names, but describes the interventions and actions that we use at Swanton Morley primary School to support learners with SEND. We modify the provision map regularly as our learners and their needs change.

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require varying levels of support in order to bridge the gap to achieve age expected levels.
- We will spend time finding out how your child learns, what helps and what they find difficult.
- On-going discussions between parents, children and staff.

Specialist services and expertise available or accessed by the school.

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Intervention, The Benjamin Foundation, Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; SRB's; social services including - Locality Teams, social workers and Educational Psychologists.
- Parental opinion and consent will always be obtained before school contacts external professionals.

Training

Many of our Teaching Assistants have had training in delivering reading, spelling and phonics programmes. We have staff who have received training relating to speech and language therapy, maths, dyslexia, supporting children with ASD, behaviour and mental health difficulties. We aim to ensure that staff have the training they need to meet the needs of the children they teach.

How will information regarding my child be explained to me?

- The class teacher will meet with parents on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress and progress reports will be sent home three times a year.



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• For further information the SENCo is available to discuss support in more detail and to discuss any concerns you may have about your child, the support they receive and their progress.

How do we find out if this support is effective?

- We track and monitor the progress of all the children in school against national and age related expectations.
- If your child has a Statement of SEN, an annual review will take place to discuss your child's progress and a report will be written.
- Verbal feedback from teacher, parent and pupil.

How does the school know how well my child is doing?

As a school we measure children's progress against national and age-related expectations.

- Class teachers assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry in reception through to Year 6, using a variety of different methods. These include tracking progress against National Curriculum expectations, using formal assessments and using standardised Reading and Spelling tests.
- Children who are not making expected progress are discussed in progress meetings between the Class teacher and senior management team. Discussions take place about why individual children are experiencing difficulty and what further support can be given to aid their progression. A personal profile or learning plan maybe developed to support your child. These will be discussed and developed with you.
- When Individual Learning Plans are reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What happens if I am not happy with what the school is doing to support my child?

If you are unhappy with any aspect of the support your child is receiving, you should firstly:

Speak to the class teacher

If you are still not happy you should follow these steps in order:

Arrange to meet with the SENCo



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If your problem persists:

Discuss your concerns with the Headteacher

Contact the School Governors. (The SEND Governor can help with general SEND issues. The Chair of Governors will deal with complaints.)

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will endeavour to provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- Unfortunately, some parts of our school site are not accessible to wheelchairs. However, we are taking advice on making modifications and improving access.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site.

- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis Teaching Assistants generally oversee the administration of any medicines.
- As a staff, we have regular training and updates of conditions and medication affecting individual children so that we are able to manage medical situations.

What support is available for my child's overall well-being?

- We are an inclusive school. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health or other services available to the cluster.



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- We can provide nurture groups or activities for children needing additional support.



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What support is there for behaviour and improving attendance?

- As a school we have a positive approach towards encouraging appropriate behaviour with clear reward systems followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Plan may be written with the child and Parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

How will my child be able to contribute their views?

- We teach and encourage children to express their views on all aspects of school life. This is usually carried out through the School Council which provides a forum for any issues or viewpoints to be raised.
- When individualised learning targets need to be set, these are set with the child. The child's views are sought at every stage.
- If your child has a Statement of SEN their views will be sought before any review meetings.

How will the school prepare and support my child when joining or transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their class and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school if necessary.
- When children are preparing to leave for high school, we can arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Updated September 2020
Judy Wright



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Pupils' SEND requirements are separated into four areas of need. The table below displays the number of pupils with each need per year group. The pupils have been categorized by their primary need as some pupils have more than one area of need.

SEN profile September 20/21

Number on role: 181

Percentage of learners with SEN 13.2%

	Autumn 2019	September 2020
No on roll	194	181
No on SEND register	27 13.9%	24 13.2 %
No. with EHCP	4 2.5 %	1 0.5 %
SEN linked to cognition and learning	9 4.6 %	8 4.4 %
SEN linked to communication and interaction	11 5.6 %	9 5 %
SEN linked to Social emotional and mental health difficulties	7 3.6 %	5 2.76 %
SEN linked to Sensory /physical needs	0	2 1.1 %

SEND profile Year group

	SEN without EHCP's (Numbers & %)	EHCP's (Numbers & %)
Year R	0	0
Year 1	4 = 14.8%	0
Year 2	2 = 6.6%	0
Year 3	5 = 18.5%	0
Year 4	5 = 17.7%	0
Year 5	3 = 11%	0
Year 6	5 = 20.8%	1 = 4%



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