

**SEDFORD PRIMARY SCHOOL**  
**Local Offer for Children with Special Educational Needs and/or Disabilities**  
**Aspire and Grow**

**Rationale**

The Smithdon Cluster of schools is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all. We have developed this school local offer for children with SEN alongside the Smithdon Cluster's local core offer in order to give a consistent response to all students and families in our care. This local offer will provide clear, comprehensive and accessible information about the provision made for children with SEND. It is also part of the Norfolk Local offer for learners with SEN. All governing bodies of maintained schools and nursery have a legal duty to publish this information on their website about the implementation of school's policy for pupils with SEN. This information will be updated annually.

For further information on Norfolk's local offer go to [www.norfolk.gov.uk/send](http://www.norfolk.gov.uk/send)

**Context**

The Smithdon Cluster promotes the following ethos:

- Ensuring safety and security for all
- Maximising pupil well-being
- Removing barriers to opportunity and improving choice for all
- Planning for and investing in the future
- Encouraging partnerships, participation and contribution.

**Smithdon Cluster's Vision and Aims**

- To provide the best quality of life possible to the most vulnerable children and young people in our society.
- To value all children and young people equally, with the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours
- To empower all children and young people so that their voice is heard and heeded in decisions made about themselves
- To ensure all parents and carers are partners in meeting the needs of their children
- To recognise and meet the diverse needs of children and young people through a range of flexible, responsive and varied provision
- To make certain that there is a transparency in the provision of services for children and young people who are disabled or who have SEN.

## Introduction

- Sedgeford Primary School is part of the St Mary Federation alongside Brancaster and Docking Primary Schools.
- At Sedgeford Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us at the school, Tel:01485 570997

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## Partnerships with children, parents/carers and other stakeholders, work effectively, by:

- Consulting and involving children, young people, parents/carers, voluntary and statutory agencies in the strategic planning, policy development and service delivery of inclusive SEND provision in the Smithdon cluster.
- Providing integrated delivery of support for children, young people and their families through close collaboration with statutory and voluntary agencies and local/regional partnerships ensuring that advice and support is available for parents/carers and that they are informed about the SEND policy, special educational provision, the implementation of the SEN Code of Practice and statutory assessment processes
- Maintaining and improving parent/carer satisfaction, as indicated by the data gathered from SEND parental questionnaires and views shared at the termly SEND Parent Forum
- Making arrangements to ensure smooth transition when children transfer between schools
- Working closely with families, colleges and other agencies, to plan transition arrangements towards further education, training and/or employment
- Working closely with all settings to increase opportunities for young people with special educational needs to enjoy the benefits of joint cluster working.

## Our approach to teaching learners with SEN:

- At Sedgeford Primary school we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

## How we identify SEN:

### The definition of SEN

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in schools for lots of reasons, They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Sedgeford Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

We accept the principle that pupils' needs should be identified and met as early as possible.

We adopt the following procedures for identification and assessment:

- the analysis of data including initial assessment in the Early Years, Foundation Stage Profile, entry profiles, and of key stage SATs, reading ages, Optional SATs assessments in key stage 2
- the pupil in context profile
- teacher concerns
- following up parental concerns
- pupil self referral
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- Pupil Progress Meetings

The SENCO maintains a record of pupils identified through the procedures listed. This record is reviewed at least twice a year with individual teachers.

For some pupils a more in depth individual assessment may be undertaken by the school. This may take many forms e.g. a reading assessment, an observation of the child, working 1-1 on some aspect, a specific questionnaire. The cluster has adopted levels of intervention, based on the code of practice.

#### LEVEL 1 – Quality first teaching

At the heart of the work of every school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

#### LEVEL 2

When a teacher or the SENCO identifies a child with SEN the teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.

#### LEVEL 3

At level 3 a request for help from external services is to be made, in consultation with parents. Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. At level 3, external support services will usually see the child, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Children would remain at level 3 for at least 3 terms:

#### LEVEL 4 - Education Health Care Plan

Where a request for a EHCP assessment is made by a school to Norfolk LA, the child will have demonstrated significant cause for concern. Norfolk County will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.

#### **Effective assessment systems are operated as early as possible, in conjunction with other agencies, by:**

- encouraging parents/carers and the Smithdon cluster to work together to recognise and support children's special educational & disability needs at the earliest stage, drawing on external advice where necessary, and using delegated resources flexibly to make appropriate provision
- ensuring that Smithdon Cluster in liaison with other agencies, meet statutory obligations to children with special educational & disability needs and their families within the prescribed timescales
- working with other agencies to implement the Family Support Process (FSP) as part of a coordinated and staged approach to early identification and intervention.

At Sedgeford Primary School we ensure that the assessment of educational needs, directly involves the learner, their parents/carer and, of course, the teacher. The special education needs coordinator (SENCO) will also support with the identification of barriers to learning.

As a cluster of schools we have a range of assessment tools available, this ensures consistency and continuity throughout the cluster. Our assessment levels are regularly moderated as a cluster.

#### **What we do to support learners with SEN:**

**Inclusion is developed further by recognising that Smithdon Cluster and supporting services collectively provide for the needs of all children in the community, by:**

- working with children, young people, parents/carers, head teachers, governors, education staff, colleges and voluntary and statutory agencies, to embed inclusive practices
- identifying and addressing with other statutory and voluntary agencies any barriers to inclusion that prevent a child or young person's placement within our schools
- matching levels of support as closely and effectively as possible to the identified needs of children and young people and the development of inclusive provision for them
- taking opportunities to improve and develop provision for children and young people with special educational needs, through extended services cluster working, behaviour improvement partnerships and education improvement partnerships

At Sedgeford Primary School we have support from an Educational Psychologist, Speech therapists, Counsellor, Behaviour Support outreach service amongst the many other services available. In addition we employ teaching assistants who deliver interventions to children who need extra support. All teachers actively seek to adapt the curriculum to meet the needs of pupils with SEND. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process. At Sedgeford Primary we share our provision map with colleagues in the cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across the schools in our cluster ensuring equality of opportunity.

#### **How we adapt the curriculum so that we meet SEN:**

All our staff are trained to make lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide and additional resources required.

We will use additional materials/interventions for reading; RWI literacy, Word shark, Springboard Maths, Early Literacy and Numeracy Intervention, Toe by Toe, 1-1 support and Fresh Start Phonics are amongst a few of the interventions we use.

All our staff are trained so that we are able to adapt to a range of SEND – specific learning difficulties, including dyslexia, autistic spectrum disorder, speech, language and communication needs; and behavioural, emotional and social difficulties;

When teaching, we use different approaches to learning: these are visual, aural and kinaesthetic methods.

#### **Relationship with Outside Agencies**

##### *Involvement with Educational Support Services*

The cluster subscribes to the services of Norfolk County Council and asks for the advice of specialist advisory teachers as and when necessary. Where necessary, the school will refer a child to an external specialist after consultation with parents.

##### *Links with medical, social and voluntary organisations*

The cluster believes in multi-agency; working and with health professionals, such as the school nurse, doctor, speech & language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

##### *Links with Special/Mainstream Schools*

Whenever any pupil transfers to another school, including special schools, the home school will pass on all relevant information. In addition, for SEN pupils, there will also be dialogue between the class teacher and/or SENCO and /or Head Teacher and a senior member of the other school's staff.

#### **The Role of Parents of Pupils with SEND**

In accordance with the SEN Code of Practice, Smithdon Cluster believes that all parents of children with SEN should be treated as equal partners. The cluster have positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

Parents are involved in supporting the target setting process for Individual Education Plans (IEPs) and their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

All parents of children with SEN will be provided with information about Special Educational Needs. Additional information and/or leaflets are available on request. In accordance with the school's 'Open Door' policy, parents are encouraged to contact the SENCo as needed either by telephone or appointment.

### **The Special Educational Needs Co-Ordinator (SENCO)**

#### **S/he is responsible for:**

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is receiving
  - involved in reviewing how they are progressing
  - fully involved planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Individual Education Plans (IEP), where required, that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

### **Class teacher (s/he is recommended as the first point of contact if you have any concerns).**

#### **S/he is responsible for:**

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary.
- Writing Individual Education Plans (IEP), if required, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

### **Pupil Participation**

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to IEPs. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- ✓ Pupil interviews
- ✓ Questionnaires
- ✓ Self-evaluation (pictures, written answers)
- ✓ Pupil set targets

### **Effective assessment systems are operated as early as possible, in conjunction with other agencies, by:**

- encouraging parents/carers and the Smithdon cluster to work together to recognise and support children's special educational & disability needs at the earliest stage, drawing on external advice where necessary, and using delegated resources flexibly to make appropriate provision
- ensuring that Smithdon Cluster in liaison with other agencies, meet statutory obligations to children with special educational & disability needs and their families within the prescribed timescales
- working with other agencies to implement the Family Support Process (FSP) as part of a coordinated and staged approach to early identification and intervention.

### **How we find out if this is effective:**

Monitoring progress is an integral part of teaching and leadership within Sedgeford Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. The SENCO collates the impact of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school and cluster data is also monitored by the Local authority and Ofsted.

Who we inform: pupils, parents/carers, governors, cluster, impact measures to the LA, Ofsted

### **Funding for SEN**

Sedgeford Primary School receives funding directly from the Local Authority to support the needs of learners with SEN. This is described in an annual SEN memorandum. In addition Smithdon cluster receive funding from the local authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. We as a school have to bid for this money. All the cluster schools have signed a governance agreement which helps us work together and ensure accountability of these finances.

### **How we assess pupils progress towards the outcomes we have targeted for children**

- We use P levels to assess progress in smaller steps and at a slower pace than the national curriculum.
- We use termly staff meetings to moderate writing throughout the school and check our judgements are correct for children at all ability levels
- We use pupil assessment to check that progress is good in Reading, Writing and Numeracy.
- Our Senior Leadership Team monitor the progress of all children every half term.
- For children with SEND teachers discuss progress with parents at our termly parents evenings.

### **What equipment or resources we use to give extra support**

- We use workstations, visual timetables and cues; various IT programs and timers for children who need it.

- We deliver speech and language programmes following recommendations from the SALT team.
- We use a range of software to help children engage with subjects that they find difficult. This helps children to become independent learners.
- Any specific physical requirements will be assessed individually and equipment will be provided, where possible, to meet those needs with the help of the local authority SEND services.

#### Other opportunities for learning:

All learners should have the same opportunity to access extra curricular activities. At Sedgeford Primary School we offer a range of additional clubs and activities. A full list can be obtained from the office. We are committed to making reasonable adjustments to ensure participation for all, so please contact the school office to discuss specific requirements.

#### Preparing for the next step:

Transition is a 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, training provider or moving in to employment. Sedgeford School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

If your child has identified needs and is starting school we will first invite you to visit the school and talk to key staff. We will visit a child wherever possible if they are attending another provision. If appropriate we will arrange a series of transition visits with a familiar adult from the setting they currently attend. It may also be appropriate to provide your child with a transition book to help them get to know what we expect and the routines and staff in the setting.

#### Have your say:

Your views are important to us and we want to listen to them and know you are satisfied with what happens in school to support your child.

Your first point of contact is always the person responsible, this maybe the class teacher or the SENCO. If you have any concerns which have not been addressed following this route then speak to the head teacher or ask for the schools governor representative.

If you do not feel the issues have been resolved, we will arrange a meeting with the chair of governors who can be contacted via the school.

A copy of the schools complaints policy can be found on the schools website.

#### Useful links:

[www.stmaryfederation.norfolk.sch.uk](http://www.stmaryfederation.norfolk.sch.uk)

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

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

<http://www.norfolkparentpartnership.org.uk/>

[www.dfe.gov.uk](http://www.dfe.gov.uk)

#### GLOSSARY OF TERMS:

IEP	Individual Education Plan
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN

EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder