

**SEN Information Report for Loddon Primary
Federation 2014-2015**

Part of the Local Offer for Learners with SEN



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 maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the draft SEN regulations.

Loddon Primary Federation is 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. The best people to contact this year are:

SEN Governor: Mrs Monique Bournes

SENCoS: Mrs Helen King Loddon Infant and Nursery School

Mrs Jane Young Loddon Junior School

Parent Governor: Mrs Sarah Considine

Headteacher: Mr Mark Devereux

School Council Link: Mr Jem Brereton

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions. Alternatively, if you think your child may have SEN please speak to their class teacher or contact one of our SENCoS **Helen King** (Loddon Infant and Nursery School) 01508 520118 or **Jane Young** (Loddon Junior School) 01508 520392.

Our Approach to Teaching Learners with SEN

Loddon Primary Federation believes 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 schools and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Our school improvement plans are focused around developing learning for all and they detail planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

Loddon Primary Federation values:

Learning for all.

How we identify SEN

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

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

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 school 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 distracts them from learning. 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.

Learners can require SEN support in a range of areas. The categories are as follows: -

- SEN linked to Cognition and Learning
- SEN linked to Communication and Interaction
- SEN linked to Physical and Sensory
- SEN linked to Social, Mental and Emotional Health

Assessing SEN within Loddon Primary Federation

We ensure, by working closely with the learner, parents/carers and teaching staff, that we can accurately assess a child's needs. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning.

We have a range of assessment tools available, and we are currently developing an assessment toolkit with our local cluster of schools.

For some learners we may want to seek advice from specialist teams. In our schools and local cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available here.

Loddon Primary Federation as part of the Loddon Cluster of Schools have also commissioned for 2014-2015 support from:

Educational Psychologist – James Thatcher

Advisory Support teacher – Liz Jones

What we do to Support Learners with SEN with Loddon Primary Federation

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The teacher standards 2012 detail the expectations on all teachers. We are proud of our teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Small group work
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Occupational therapy
- Speech and Language therapy
- Coloured overlays

Each learner identified as having SEN, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on provision maps for both schools, which although do not detail the individual learner names, describes the interventions and actions that we undertake at our schools to support learners with SEN across the year groups. We modify our provision maps regularly, and they change each term, as our learners and their needs change.

Loddon Primary Federation schools share provision maps with other schools in the Loddon Cluster so that we can learn from one another, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision maps are shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEN

Loddon primary Federation receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described as an SEN memorandum. The Loddon Cluster of schools also 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.

All of the schools in the cluster have signed a governance agreement which helps us work together. We also have are developing a Cluster policy for SEN.

The Loddon Cluster of schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. If you would like any further information on SEN in the Loddon Cluster of schools please contact our co-ordinator: Jane Young office@loddonjr.norfolk.sch.uk.

How we Find Out if this Support is Effective

Monitoring progress is an integral part of teaching and leadership within our schools in the Loddon Primary Foundation.

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. Before any additional provision is selected to help a child, the SENCo, Teacher, parent/carer and learner, agree what they can expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has a statement or an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Our SENCos collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Loddon Cluster so that all SENCos in our cluster are able to select high quality provision.

Progress data of all learners in collated in both schools and monitored by Teachers, Senior Leaders and Governors. Our data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. Loddon Primary offers a range of additional clubs and activities throughout the year.

Loddon Infant and Nursery School

- Football
- Gardening
- Creative Club
- Multi Skills

Loddon Junior School

- Football
- Early morning fitness club
- Netball
- Cheerleading
- Pro Sports mix
- Choir
- Cluster Orchestra

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCo's to discuss specific requirements (**Helen King** (Loddon Infant and Nursery School) 01508 520118 or **Jane Young** (Loddon Junior School) 01508 520392).

Staff have training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

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 on to another school, training provider or moving in to employment. The Loddon Primary Federation is committed to working in partnership with children, families and other providers to ensure happy and positive transitions occur.

Planning for transition is part of our provision for all learners with SEN. We will discuss class changes with you and your child in the Summer term before they move up. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Loddon Infant and Nursery School and Loddon Junior School are community schools. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to ‘assess, plan, do and review’ provision for SEN.

Useful links

www.norfolk.gov.uk/SEN

Parent Partnership

www.dfe.gov.uk

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