

SEN Information Report/Policy for Cecil Gowing Infant School 2018-19

Part of the Norfolk Local Offer for Learners with SEN



Approved by Staff: January 2019

Shared with parents, SEN Governor, Chair of Governors and
healthcare professionals: January 2019

To be approved by Full Governing Body: 24 .1.19

Review date January 2020

SignedI. Stubbs Date: 24 .1.19
Headteacher

Signed.....Fiona Hardman Date: 24 .1.19
Chair of Governors

SEN and parent governor - Mrs Kim Corless
Headteacher and SENDCo-(Special Needs and Disability Co-ordinator) – Mrs
Isabel Stubbs
SENDCo Support Teacher – Mrs Gill Leah

We value feedback from our families and we are delighted to include the
following comments from two of our parents of pupils with special needs:

*‘As a parent of a child with Special Educational Needs (particularly
being diagnosed with being on the Autism spectrum) school can be a
very scary prospect indeed and cause huge anxiety for the parents and
the child. Not in my case. I was so lucky to have found Cecil Gowing,
who my neuro-typical older child had attended. Before my child even
started at the school, Cecil Gowing and its staff made themselves
available to plan and prepare for my child to make his transition
from pre-school a smooth one. This they did and more. All the*

anxieties that I may have faced through my child's first three years of school were taken away. More than that, Cecil Gowing and it's quite frankly amazing staff from the Head all the way throughout, have been our rocks. They have bent over backwards to make sure that our child has everything he needs and more to give him the best possible start in life. They pushed and supported plans for our EHCP, made staff available to attend a course to further understand and help my child. They have adapted situations to make every bit of the school day worthwhile for my child and us. I could go on and on. I would have been completely lost without the staff at Cecil Gowing, these last three years and so would my child. I can't thank them enough. It is a school which feels more like an extension of the family with a wonderful open doors and open arms approach'.

‘The staff at Cecil Gowing are all very welcoming and inclusive of all children with SEN. I chose Cecil Gowing for my son with ASD because they were so positive from the start. all the staff have worked alongside myself and other professionals to ensure my son has the best start to school, feeling safe and secure.

The support staff at school are fantastic. They are very responsive to my son's needs, changing and adapting the school day and the work to help him learn best.’



Ofsted Inspectors noted, during our full inspection in May 2014:

‘Disabled pupils and those who have special educational needs make good progress in response to well-organised teaching and outstanding care. Parents speak very positively about the excellent care their children receive.’



During our most recent short inspection in February 2018, the inspector noted:

'Parents of pupils who have special educational needs (SEN) and/or disabilities said how well their children's needs were met and how easy they found it to discuss their progress with staff. Staff know the pupils very well as individuals and carefully track their progress. They ensure that most pupils make strong progress; they act swiftly to support any who are at risk of falling behind. Pupils who have SEN and/or disabilities make good progress because they receive support that is tailored well to their individual needs. Additional adults are skilled at giving them the help they need. '

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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 policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations which can be found in the Special educational needs and disability Code of Practice:0 to 25 years, which can be found on Norfolk's Local offer website.

At Cecil Gowing Infant 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.

If you would like more information about the Norfolk Local Offer, please look at the Norfolk County Council website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>.

If you think your child may have a special educational need or disability, please speak to their class teacher or contact the Headteacher on 01603 429564.

Our Approach to Teaching Learners with SEN

At Cecil Gowing Infant 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 responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We invite parents and carers into school for many events during the year, e.g. learning cafes, parent/teacher talks. We are committed to building strong links between our school and families to ensure parents and carers know what their child is learning and how they can support them at home.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy (ask at the office if you would like a copy).

Our school improvement plan is about developing learning for all and details are planned for continued professional development (CPD) opportunities for all staff. All staff access appropriate training and our school is developing networks with other schools and agencies to continuously improve all aspects of Cecil Gowing Infant School.

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 that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Cecil Gowing Infant School, we value:

Learning for all.

How we identify SEND

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

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. We will work closely with the child and their parents/carers involving them in appropriate SEND provision, its outcomes and review.

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 which distract them from learning. At Cecil Gowing Infant 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.

Our SEN profile for January 2019 showed that we had 25 children (14.5% of school) identified as having SEN; of them:

5 children have an Educational Health Care Plan (20%)

2 children are identified as having SEN linked to Cognition and Learning difficulties (8%)

17 children are identified as having SEN linked to linked to Communication and Interaction difficulties (68%)

4 children are identified as having SEN linked to social, emotional and mental health difficulties (16%)

2 children are identified as having SEN linked to Physical and Sensory difficulties (8%)

Our SEN profile changes constantly as do the needs of our children. We usually find that by October of each year, after baseline assessment of children in our Reception year, we have several who we have identified as needing some early support. As we progress through the year, children either move to needing more support as referrals to other agencies are completed, or children are removed from our special needs register as strategies we put in are successful. We review this throughout the year and this information is available from the headteacher.

Assessing SEN at Cecil Gowing Infant School

Roles and responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's headteacher and SENDCo (Special Educational Needs and Disabilities Coordinator) and all other members of staff have important responsibilities.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Cecil Gowing Infant School we ensure that assessment of educational needs directly involves the learner, their parents/carer and their teacher. Under these circumstances, teachers may need to consult with the SENDCo or the SENDCo Support Teacher to consider what else may be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

The SENDCo will also support with the identification of barriers to learning. We have a range of assessment tools available, which we share with our cluster of schools.

For some learners we may want to seek advice from specialist teams. In our school and 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.

Cecil Gowing Infant School has access to support from various additional services, including:

Educational Psychologist
Speech Therapist
Benjamin Foundation Support Worker
School Nursing Service
Sensory Support
Parent support Advisor

We also employ well trained Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our SENDCo and Literacy and Numeracy Co-ordinators.

E. What we do to Support Learners with SEN at Cecil Gowing Infant School

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, and we at Cecil Gowing Infant School 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
- Writing frames
- I-pads, lap tops
- Peer buddy systems
- Positive behaviour rewards system

If the teacher is concerned about a child's progress after a period of time of differentiation, then the SENDCo's advice will be sought. If necessary, further investigation will be implemented.

The SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:-

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.
- Access to Local Authority support services for one-off or occasional advice on strategies or equipment, e.g. Sensory Support and Access through Technology.

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. Cecil Gowing Infant School has experienced staff with a range of expertise and is able to cater for a large range of SEND difficulties. This support is described on a provision map, (appendix 1) which lists the interventions and actions that we undertake at Cecil Gowing Infant School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes as our learners and their needs change.

At Cecil Gowing Infant School we share the provision map with our colleagues in the Sprowston Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We seek to help develop expertise by undertaking training opportunities, where required, for staff involved in SEND across our cluster. We aim to promote consistent practice across all the schools in our Cluster ensuring equality of opportunity.

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

Education, Health and Care plans

If the child has significant difficulty despite normal differentiation, intervention in school, involvement from outside agencies and the child meets the criteria for an Education, Care and Health plan, then a referral for Statutory Assessment may be undertaken. (NB. Parents can request an assessment for an EHCP themselves, as can their GP.) The Local Authority will issue an Education, Care and Health plan if they agree that the criteria are met.

Funding for SEN

Cecil Gowing Infant School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The amount of funding we received for 2018-19 is £49,456.

All schools in the Sprowston Cluster have signed a governance agreement which helps us to work together. We have written our Cluster policy for SEN.

The Sprowston Cluster of schools is committed to working together to improve learning for all, and we are able to share resources and training as well as moderating provision for learners with SEN.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Cecil Gowing Infant 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. Before any additional provision is selected to help a child, the SENCo, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline may 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 into 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 an Education Health and Care Plan (EHCP,) the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

The SENDCo holds Pupil Progress meetings with every teacher and appropriate Teaching Assistants termly to review the impact of interventions, and in the Spring term with an Educational Psychologist attending to provide further advice.

Progress data of all learners is collated by the whole school and monitored by teachers, Senior Leaders and Governors. We are also part of the Sprowston cluster moderation group so can ensure that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Arrangements for Dealing with Complaints

Any parent who wishes to make a complaint about the SEND provision made for their child should initially contact the Class teacher. After this initial contact, it may be appropriate to discuss the matter with the SENDCo/Headteacher. If the complaint is not resolved the Chairman of the Governors will be informed following the school's Complaints Policy.

If a parent considers the school has not resolved the complaint satisfactorily, s/he can contact the Director of Children's Services.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Cecil Gowing Infant School we offer a range of additional clubs and activities. Information for these is sent out as they are organised.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Headteacher to discuss specific requirements. Please email head@cecilgowing.norfolk.sch.uk

All staff at Cecil Gowing Infant School have appropriate 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.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please use the Norfolk Local Offer

Preparing for the next step

Transition is a part of life for all learners. We work closely with our local pre-schools, and transition visits to our reception classes take place during the summer term. We welcome new parents and carers to Open Evenings and afternoons in November and June and our Reception Teachers make home visits in September with Teaching Assistants, before our new children join us. We aim to provide timely information about starting school so parents and children feel confident about routines, the environment, staff and learning expectations. We hold extra transition meetings and visits for parents/carers and children who have specific special needs and work closely with any other agencies involved.

We have strong links with Falcon Junior School which is the next step for the majority of our Year 2 pupils. Transition visits to Falcon take place in the summer term and various activities are undertaken so that the new intake children feel comfortable and less nervous about joining Falcon in September. Each child has a 'Buddy' who supports them during their first year. Extra meetings and visits can be arranged for children with SEND. For children moving onto a different Junior School we also enable our pupils to take part in transition activities as planned by their new school.

If a child has special needs which will be best suited to moving to a special school, we support parents in that decision and ensure we have a strong transition process in place. We have developed links with several local special schools so we can access a range of information to pass onto our families.

Transition within our school is carefully planned and we hold two transition days in July when children spend time in their new classes with their new teaching staff. Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting.

Have your say

Cecil Gowing Infant School is our community school. 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, by phoning or emailing the office:

office@cecilgowing.norfolk.sch.uk

Tel : 01603 429564



Cecil Gowing Inclusion Statement

Cecil Gowing Infant School is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We also believe that they should have a right to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Cecil Gowing Infant School is committed to inclusion. Part of the school's strategic planning for improvement is to develop creative approaches to learning that will enable us to change cultures, policies and practices so that they include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We pay particular attention to the provision for and the achievement of different groups of learners. We believe that educational inclusion is about equal opportunities for **all** learners, whatever their age, gender, ethnicity, impairment and background.

Useful links

www.norfolk.gov.uk/SEN

Parent Partnership

<https://www.gov.uk/government/organisations/department-for-education>

Staff Training

Staff attend a range of training courses to enable us to keep up to date with current best practice and to widen our knowledge to support our pupils the best way we can. Examples of training undertaken are:

Step On
Autism Champion
Dyslexia
Word Awareness
Cerebral Palsy
Speech and language development
Attachment
Coaching and Supervision
Mental Health
Deaf Awareness

All staff attend regular whole school twilight sessions focusing on our knowledge of our children and enabling a consistent approach across our school to provide a happy and inclusive environment.

We also invite parents to appropriate sessions and have introduced a parent group to provide the opportunity for parents to discuss together their difficulties and successful strategies.

Appendix 1

Cecil Gowing Infant School Provision Map



NORFOLK COUNTY COUNCIL CECIL GOWING INFANT SCHOOL SPROWSTON

PROVISION MAP 2018-19

Provision	EYFS	Y1	Y2	Development/Comment
Cognition and Learning				
Differentiated curriculum planning, activities, delivery and outcomes.	All pupils through high quality inclusive teaching. All pupils	All pupils through high quality inclusive teaching. All pupils	All pupils through high quality inclusive teaching. All pupils	Daily practice of spellings and handwriting for all children. Availability of literacy and maths resources in the classrooms for all pupils to access during learning.
Focused small group work supported by CT/TA	CT or TA will work with different levels of ability in small groups on a regular basis to support children meeting expected outcomes; this may include children where progress is below expected up to more able children. All pupils	CT or TA will work with different levels of ability in small groups on a regular basis to support children meeting expected outcomes; this may include children where progress is below expected up to more able children. All pupils	CT or TA will work with different levels of ability in small groups on a regular basis to support children meeting expected outcomes; this may include children where progress is below expected up to more able children. All pupils	

Individual reading	All pupils at least 2 times a week with CT or TA. Parents are encouraged to read at home. All pupils	All pupils at least once a week. All pupils	All pupils at least once a week. All pupils	All children on Reading Scheme.
Guided reading groups	1 x weekly session in differentiated groups. All pupils	1 x weekly sessions in differentiated groups. All pupils	1 x weekly sessions working in mixed ability groups using a high quality text which is beyond the reading age of many children but with a focus on comprehension skills. All pupils	
Phonic teaching	Daily teacher led lessons to support children to meet their expected outcomes in phonics. All pupils	Daily teacher led lessons to support children to meet their expected outcomes in phonics. All pupils	4 x weekly teacher led lessons to support children to meet their expected outcomes in phonics. All pupils	
Phoneme blending Grapheme blending	5 times a week TA led 5 pupils			
FFT Wave 3		3 times a week TA led sessions, available for 6 pupils	1:1 5 times a week with TA 1 pupil	
Sound Discovery phonics intervention		1 or 2 times a week depending on children's level. TA led sessions, available for 26 pupils	2 x a week TA led sessions, available for pupils who did not pass the Year 1 Phonics screening check. Working in a variety of size groups. 12 pupils	

Precision teaching		Small group TA led sessions 2 times a week for 4 pupils + 1:1 sessions 1 or 2 times a week for 5 pupils	Not in Bumblebee Class 5 times a week TA led sessions, available for 2 pupils	
Handwriting intervention	Regular name writing: 10 pupils	Once a week with TA. Focusing on letter formation in the Autumn term, spelling common exception words in the Spring term and numbers in the Summer term.	1 x weekly TA led sessions working in very small groups for those children who are struggling with formation. 9 pupils	
Higher ability writing intervention	2 times weekly TA led for 6 pupils			
Numicon and other apparatus to support progress in maths	Numicon and other apparatus used to support all children's learning on a regular basis. All pupils	Apparatus, e.g. Numicon, number lines, bead strings, used to support children's learning where appropriate. All pupils	Apparatus, e.g. Numicon, number lines, bead strings, used to support children's learning where appropriate. All pupils	
Maths	Number support 3 times weekly TA led 6 pupils Precision 5 times weekly TA led 3 pupils	Small group TA led sessions 1 or 2 times a week for 9 pupils + 1:1 1, 2 or 3 times a week TA led sessions for 3 pupils	1 x weekly place value and number work TA led 13 pupils	
ICT Support		Access to a laptop with software such as Clicker for writing and sentence structure		

		support. 1 pupil		
Communication and Interaction				
S< support sessions	1:1 2 times weekly TA led sessions 1 pupil Small group 'Talking Table' 1x per week. 10+ pupils	1:1 1-5 sessions a week with TA 5 pupils 1:1 3 times a week, once with S&L specialist, twice with TA 1 pupil 1:1 3 times a week with TA (also receives support from teacher of the deaf once a week) 1 pupil	1 x weekly 1:1 phonTA led sessions for children with an SLT plan. 4 pupils	
Speech & Language through Lego		1:1 twice a week with TA 2 pupils		
Social, Emotional and Mental Health				
	Where necessary the CT can develop social stories, individual behaviour plans, individual reward systems or small group circle time.	Where necessary the CT can develop social stories, individual behaviour plans, individual reward systems or small group circle time.	Where necessary the CT can develop social stories, individual behaviour plans, individual reward systems or small group circle time.	Staff have been trained in Attachment Theory, Nurtured Heart, autism.
Outdoor Learning	1 x weekly session All pupils	1 x weekly session All pupils	1 x weekly session All pupils	
Magic Cooking Club	Available for children as appropriate across the school. Weekly sessions provide support for pupils with high level of additional needs..			
Circle Time	As required	As required	As required	

Access to PSA	As appropriate	As appropriate	As appropriate	
Access to Educational Psychologist	As appropriate	As appropriate	As appropriate	
1:1 support for social, emotional and mental health	Support worker available for children as appropriate across the school. Weekly sessions provide support for 4 to 8 pupils.			
Sensory and/or physical				
TLC		Option to sit / rest when necessary.		