



Norton St Nicholas CofE (VA) Primary School

*Norton Road, Norton, Letchworth Garden City,
Hertfordshire SG6 1AG.*



SEN (Special Educational Needs) Information Report ('School Offer')

Definition of SEN: "A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age." (Code of Practice June 2014).

This new offer has been compiled in consultation with all relevant stakeholders: staff, parents and governors. We always welcome comments and feedback.

The SEND (Special Educational Needs and Disabilities) Code of Practice (2014)

The new code covers children and young people from 0 – 25 years. Here are some key points from the document:

- It involves Health, Social Care and Education.
- It states that the views, wishes and feelings of the child and the child's parents / carers are taken into account.
- The new code highlights the importance of the child and the child's parents / carers participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions.
- The code emphasises the need to support the child and the child's parents / carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The Code identifies 4 Broad Areas of Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory / Physical.

Behaviour can come under any of these areas. Under the new Code of Practice, Behaviour is not identified as SEN, as there must be an underlying cause to the behaviour.

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Once a term every child in the school is academically assessed by their class teacher in Reading, Writing, SPaG, Mathematics and Science.

- Following this, termly Pupil Progress meetings are held involving The Headteacher, Inclusion Manager, Class Teacher and Teaching Assistant (if possible) where each child's academic progress and overall wellbeing is formally reviewed.
- A member of staff or parent/carer may raise concerns at any point in the term by filling out a 'SEN Cause for Concern' form (Please see Appendix 2) and returning it to the Inclusion Manager (Esther Horner).
- Our Parent Support officer meets with the Inclusion Manager on a regular basis to discuss the wellbeing of individual children and their families.

2. How will school staff support my child?

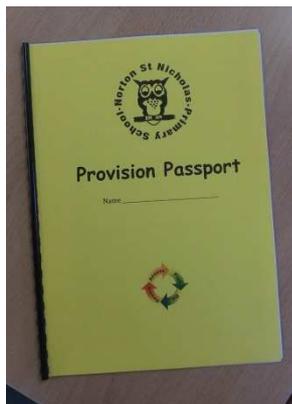
If children are identified as possibly having a SEN or are not making expected progress, the school will react in accordance with the policies and practices we have in place (Please see Flowchart in Appendix 1):

If an individual's progress is not as it should be, they will be offered the opportunity to join in-class boosters and/or interventions. The boosters/ interventions are tailored to the needs of the individual pupils in them and based on the principles of – Assess, Plan, Do and Review. A child's progress is formally reviewed each term during pupil progress meetings.

Following this, 3 options are available:

- A child will no longer require additional interventions. The child will continue to be monitored.
- A child will continue as part of the in-class booster group intervention.
- Parents/carers will be contacted by the Inclusion Manager to plan the next stage of support.

Parents/carers, the child, the Class Teacher, the Inclusion Manager will then be involved in creating an SEN Support – Assess, Plan, Do, Review document called a Provision Passport. At this point, the child will be placed on the SEN support register -if they have not already been so. A Provision Passport will be created for the child in a Person-Centred Meeting, which will involve parents/carers, the child, relevant school staff, the Inclusion Manager and any professionals involved with the child. The Class Teacher/s and Inclusion Manager will use a variety of age appropriate 'tools' to ask the child about their views on their development. The Provision Passport will include:



A One Page Profile of the child.

A Personalised Provision Plan

Assessment information for the child

A Learning Log - to detail support

Reasonable Adjustments will be made:

A 'reasonable adjustment' is an individualised change in usual classroom practice to enable learning or participation, which should allow progress to be made. For example – homework provided in larger font, a colour filter used for reading, use of a scribe in some writing tasks, making activities outside the classroom, including school trips, accessible to all...

Progress is then reviewed at the termly pupil progress meetings.

3. How will I know how my child is doing?

We have an 'open door' policy at Norton St. Nicholas and all parents are encouraged to discuss their children's progress with the Class Teacher. Parents/Carers of children with SEND are encouraged to regularly review their child's Provision Passport, which is kept in their classrooms under the care of the Class Teachers. There are two formal parents' evenings in the school year, open mornings –when parents are invited into the classrooms for an insight into the child's learning opportunities- and a written report is produced for children (Year 1-6) at the end of the Summer Term. Parents/Carers of children on the SEND register will be invited to Person-Centred Planning Meetings termly.

All parents can contact the Inclusion Manager by phone (01462) 623322, in person (Please make an appointment at the school office) or by email:

inco@stnicholas23.herts.sch.uk

4. How will the learning and development provision be matched to my child's needs?

Outcomes for the child with SEND will be agreed at the Person-Centred Planning Meetings. Provision and reasonable adjustments for each Outcome will be agreed and recorded in a Personalised Provision Plan.

5. What support will there be for my child's overall wellbeing?

At Norton St. Nicholas we are committed to encouraging the Mental Health and Well-Being of all. We are a 'growth mindset' school and teach the children how to strive for their goals. We also run nurture groups in school.

We have family support worker (Lena Keeble) who can signpost families to external support and training. Families also have the option of being involved in Families First (Formerly CAF). This is created by documenting information from all involved with the child e.g. parents/carers, the child, staff at the school, external agencies, social services etc.

As part of the Families First, outcomes for the child are agreed by all involved.

The outcomes are reviewed, on average, every six weeks in a Team Around the Family (TAF) meeting.

6. What specialist services and expertise are available at or accessed by the school?

A Single Service Request (SSR) is made to an external agency requesting support for the child. Some of these services include:

- Speech and Language Therapist
- School Nurse
- Educational Psychologist
- Grange SpLD Base
- Woolgrove outreach
- Behaviour team
- Low Incidence Team
- Communication Disorders Team
- CAMHs/PALMs/Step 2
- Social services
- Local Children's Centres

The external agency visits the school/child and consults with the Inclusion Manager/parent/carer.

Following external agency advice, outcomes on the Personal Provision Plan are adjusted and reviewed.

7. What training have the staff, supporting children and young people with SEND, had or are having?

All teachers are teachers of SEN and through their training differentiate through high quality whole class teaching.

All staff training needs are identified on a regular basis and those relating to SEN are addressed by the Inclusion Manager, sourcing the most appropriate training method. The training can be given in-house or externally, for the whole staff or individual teachers/support staff. In the last 12 months, in-house training has been given on:

- Understanding ADHD
- Speech, Language and Communication Needs
- Supporting Children with Literacy Difficulties
- Supporting Children with Maths Difficulties.
- Supporting Children that Stammer
- Wellcomm Training
- Success with Social Stories

8. How will you help me to support my child's learning?

We offer regular Parent Meetings on a variety of subjects from eSafety to Early Reading and Speech and Language coffee mornings. We encourage parents to:

- Be involved – come to meetings and feedback information.
- Be proactive – regularly review your child's provision passport. They are available in classes at all times.
- Do extra work at home – this could be TRACKS, extra reading, mental maths, speech therapy exercises, spelling. Please ask your child's teacher or the Inclusion Manager for details

9. How will I be involved in discussions about and planning for my child's education?

Parents/Carers will be active participants in the Person-Centred-Planning meetings detailed above. Also, referrals to external agencies will be planned with direct involvement from Parents/Carers.

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

We make every effort to make reasonable adjustments in order for children with SEN to be included in school trips. Where there is a safeguarding concern, a risk

assessment will be carried out by the Head Teacher with input from the Inclusion Manager and the Parents/Carers.

11. How accessible is the school environment?

We have Soundfield Systems available in school to support children with hearing difficulties. Norton St. Nicholas is not currently wheelchair friendly.

12. Who can I contact for further information?

- Approach your child's class teacher.
- Inclusion Manager – Mrs Esther Horner – inco@stnicholas23.herts.sch.uk
- Parent support worker – Mrs Selena Keeble – parentsupport@stnicholas23.herts.sch.uk
- Peer support – coffee mornings etc.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

For a child with SEN all transition is planned for involving the child, Parent/carer and school.

EYFS1 (Nursery) children have a Home Visit . The class teacher also visits pre-schools (where applicable). In addition, the children have the chance to attend open mornings with their parents prior to starting Nursery.

Any child entering the school from EYFS2 (Reception) to Year 6 have a Home Visit from their class teacher and an opportunity to attend a session in their new class prior to joining the school.

Parents/carers of children entering Nursery, Reception and Year 3 are invited to information open evenings, explaining how they can support their child(rens) transition.

At the end of each academic year staff from the current class meet with staff in the receiving class to pass on all information regarding academic ability and overall wellbeing. When children move from Norton St Nicholas in Years EYFS1 to Year 5, their new school is contacted and the appropriate information is passed on.

Children moving from Year 6 to Secondary school have a thorough transition programme including visits from Year 7 staff and INCos / SENCos, additional visits to their new Secondary school (where applicable) and PSHE lessons. The Inclusion

Manager will create Transition Reports for the Secondary Schools involved and will pass on any relevant paperwork.

Parents/carers of children moving to Year 7 are also invited to an open evening detailing how they can help their child(ren) prepare for this transition.

14. How are the school's resources allocated and matched to children's special educational needs?

Once a child's SEN have been established and a Personal Provision Plan has been drawn up the INCo then feeds this in to the Whole School Provision Map.

All schools are given a fixed budget for SEN from County, regardless of how many children are on the SEN register. This money is used towards employing several teaching assistants to run booster groups and/or work with individual children for limited times in the week. Where possible, the budget is also used to purchase resources such as TRACKS materials.

Exceptional Needs Funding (ENF) – the school can make a request for ENF where it is felt that the school's funding cannot meet the requirements of the child. In most cases, this is a child who needs continuous 1:1 support. The application is taken to a cluster involving Letchworth schools. If the application is successful at this meeting, it is then taken to a North Herts district panel at County level to be approved.

Norton St Nicholas continues to be resourceful with extremely limited funds!

15. How is the decision made about how much support my child will receive?

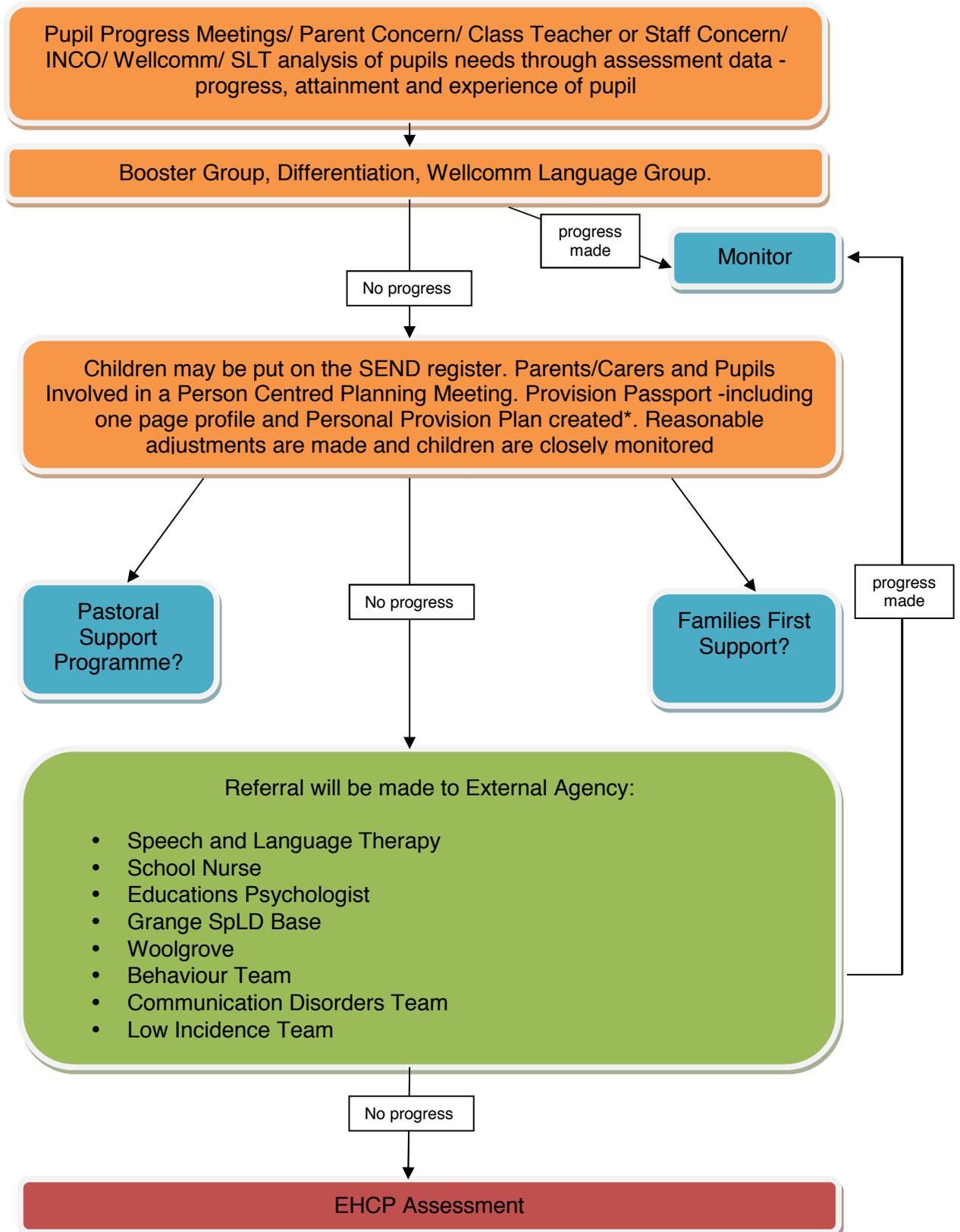
This will be discussed in the Person-Centred Planning Meetings.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Should you require further information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability please see www.hertsdirect.org/localoffer and www.hertsdirect.org/send

Appendix 1

How are SEN identified at Norton St. Nicholas?



* Children on Wellcomm will not have a Provision Passport until such time as they are on role with Speech and Language Therapy.

Appendix 2



Norton St Nicholas CofE (VA) Primary School

Norton Road, Norton, Letchworth Garden City,
Hertfordshire SG6 1AG.



Headteacher: Mr S Cowdery

tel: 01462 623322

fax: 01462-623355

e-mail: admin@stnicholas23.herts.sch.uk

Website: www.stnicholas23.herts.sch.uk

SEN Cause for Concern Referral Form

Date _____

Name of person making request _____

Class Teacher Signature _____

(Please complete this form with as much detail as possible and return it to Mrs Horner)

Name of Pupil _____ Class _____ DOB _____

1. Please tick which area(s) of SEN is/are of concern for this pupil:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Emotional Social and Mental Health

2. Briefly explain what difficulties they are experiencing in accessing the curriculum

3. Briefly explain what measures you have put in place to help this child to-date i.e keyword cards, boosters, differentiation etc.

4. Please detail any other factors which might be relevant i.e recent conversations with parents.

Action taken by INCLUSION MANAGER:

