

Special Educational Needs Information Report for Cringleford CE VA Primary School

2018-2019

Part of The Norfolk Local Offer for learners with SEN

Introduction

At Cringleford School we aim to provide a positive learning experience for all. We are committed to working together with all members of our school to ensure that all children's backgrounds and needs are acknowledged and addressed and to do our utmost to create an inclusive culture.

All governing bodies of maintained schools have legal duty to publish information on their website about the implementation of their policy for pupils with Special Educational Needs. This information must be update annually.

We aim to work closely with the school community and are interested in the views of parents and children to ensure this offer reflects their needs. We would welcome feedback on this offer and the best people to contact would be:

Julia Jones - SEND governor

Sue Barker - SENCo

Neil Henery - Headteacher

All the above can be contacted by email at the office

office@cringleford.norfolk.sch.uk

Frequently asked questions	
<p>What Kinds of Special Educational needs are provided for at Cringleford School?</p> 	<p>Cringleford School can provide support across the four areas of need defined in the SEN Code of Practice 2015</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and or physical needs
<p>How does the school identify learners with SEN?</p>	<p>A child is identified as having SEN if they need provision that is additional to or different from that which is offered, in order to overcome the barrier to their learning. Initially children will be monitored by the teacher and highlighted at pupil progress meetings. Steps will be taken by the teacher to</p>



gather information about their rate of progress and they will receive appropriately differentiated work to help them progress, sometimes involving targeted programmes set by the teacher to address areas posing difficulty.

During this period pupils needs will be monitored and assessed using information gathered from

- Other settings such as Nurseries or playgroups
- Teachers observations and tracking systems
- Data analysis routinely carried out in school
- Parents
- Activities designed to support children in class which have not shown success
- SENCo support
- In house testing - see Appendix 1 for the range of tests we have available for use in school.

The school presently has 8% of children on the SEN support register 2.3 % have an EHCP.

How do we provide for children with SEN?



All teachers will differentiate appropriately through Quality First Teaching in addition to this SEN children may

- have additional adult support in the classroom
 - be taught in small groups or individually
 - participate in time limited, targeted interventions and programmes
 - be provided with specialised equipment or resources
 - receive regular sessions on individual programmes advised by relevant professionals such as speech therapists
 - be given time to do extra consolidation activities in certain subjects
 - follow programmes taking smaller steps
- Our provision map detailing provision made this term can be accessed on this website.

How are adaptations made for SEN pupils to the curriculum and learning environment?



There are a range of possible adaptations and these presently include

- Visual timetables
- Visual prompt cards
- In class support to access teaching and tasks
- Access to different aids such as technology, differentiated materials or equipment
- Seating considerations
- Use of coloured paper and overlays
- Access to quiet play

	<ul style="list-style-type: none"> • Individual arrangements to support children who are taking tests • Adaptations to the physical environment Including our soundfield system and configurations of the interactive white board <p>We will work with professional advice around ideas for provision. Additionally we will consult the guidance from Norfolk education authority on provision that is expected within the school's budget for further suggestions.</p>
<p>How accessible is the school?</p> 	<p>We are lucky at Cringleford to have a new school building. It's facilities include</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and a shower • Hoists • Wheelchair accessible corridors and doorways • Soundfield system in all classrooms <p>For further detail please see the Disability Scheme/Access plan section of the Single Equality Scheme which can also be found on our policies section of this website</p>
<p>How do we monitor the impact of the provision?</p> 	<ul style="list-style-type: none"> • Each term progress of all the children is reviewed by the class teacher and entered onto our school tracking systems • Senco monitors provision for all SEN children by observations in class and of intervention activities, learning walks, work sampling and interviews with the children • Regular pupil progress meetings are held with the Senior Leadership Team to discuss progress for all children and the interventions that are in place • Progress and attendance of SEN pupils is reviewed by the SEN governor and then reported annually to full governors meetings • The progress of children receiving funding via the virtual school is reviewed at least annually • Views of parents requested • An index of the interventions used and the impact they have is being built up by the school and this is shared with the SEN governor
<p>How do we assess and review progress?</p>	<ul style="list-style-type: none"> • We will meet with parents and children termly to assess progress and discuss new



targets through the Graduated Response approach - Assess, plan, do, review. This might be part of a larger group of professionals meeting together to share information and expertise and contributing to next plans or just the teacher and the parents. Targets will be set and actions agreed before a review date to meet again.

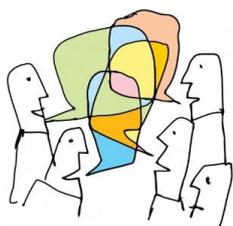
- All parents are welcome to book appointments with appropriate staff at any time
- Data is tracked and monitored regularly
- The impact that intervention activities have is collected and given to the SENCo
- Observational data is recorded
- Education, health and care plans will be reviewed at least annually
- Senco is available to meet with parents at any time by appointment to discuss progress

What support is available for improving the social, emotional and mental health of pupils with SEN?



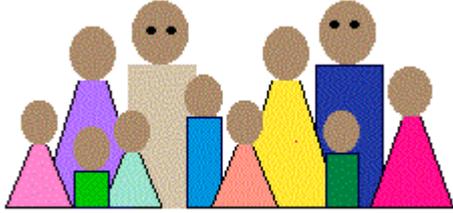
- Adults in school can be identified as mentors
- The school has paid for a limited amount of time from a life coach/counsellor
- The school takes very seriously the rare incidents of bullying and works with children and families to resolve issues
- Referrals can be made to Point 1 for an assessment for those children who might benefit from specific counselling support
- The cluster have bought in a package from the Family Matters service which offers a range of services to support parents and children

What expertise does the school have access to?



- The cluster buy a package including access to an Educational Psychologist
- Sensory support advice is available from the county
- Technology advice from county where the threshold of need is met and an medical professional supports the application
- Advice and assessments will be sought from Speech and language, paediatricians, occupational therapists if parents are happy for this to happen or any other medical professional
- CAMHS (Children and Adolescent Mental

	<p>Health Services)</p> <ul style="list-style-type: none"> • We will happily work with private providers if parents have sought additional help from them • Voluntary agencies and charities We have staff who are trained to deliver a variety of programmes and we will work with parents, pupils and professionals to ensure further training is undertaken if necessary to meet individual needs as they arise. <p>Last year nominated staff have received training in lifting and hoisting, suction training, signalong, Sensory processing awareness, writing and reviewing behaviour support plans,lego therapy, Attachment and anxiety awareness.</p> <p>We have further plans for more individuals to go on accredited level 3 asd training and whole school training in sensory processing including sensory circuits.</p>
<p>How is the funding for SEN allocated?</p> 	<p>The amount of money allocated to Cringleford School for Special Educational Needs 2018-19 is £78,911. The actual amount committed by the school is £96,347.</p> <p>This is spent providing classroom support and resources aswell as some training.</p> <p>The top up funding system has recently changed and is now managed by the virtual school. There is a further allocation from the Local Authority which can be distributed as a top up fund when there are children who require additional help exceeding the funds available to the school. Generally this would be in cases where communication needs are exceptionally high or behaviours are likely to result in harm to self or others. This is accessed via a banding system for children with an ehcp or application for those without. The funding is extremely limited and difficult decisions have to be taken as the demand on the fund is high.</p> <p>The Cluster have a joint SEN policy which can also be found on this website.</p>
<p>How can parents be involved?</p>	<ul style="list-style-type: none"> • Transition meetings • Information meetings • Newsletters • Telephone • Emails • Parent support advisor • Parents evenings • Informal chats at pick up • Home school contact books

 <p>We Work Together</p>	<ul style="list-style-type: none"> • Liaising about homework • SEND coffee and cake events • Termly meetings
<p>How will pupils be involved in the decision making</p> 	<ul style="list-style-type: none"> • Questionnaires • Wishes and feelings where appropriate • Attending meetings where appropriate • Annual reviews for Education, health and care plans
<p>How will my child be included in activities outside the classroom</p> 	<p>The Equality Act (2010) states clearly that all learners should have the same opportunity to access the full curriculum and extra-curricular activities. At Cringleford we offer a range of clubs, some of which are run by school staff and some by external providers. We are pleased to offer both Breakfast and After School clubs. We are committed to making reasonable adjustments to ensure participation for all so please contact us to discuss particular circumstances if there are activities which interest you.</p> <p>In addition there are activities run within our local cluster which might be of interest. All curricular activities which happen off school premises have to be risk assessed and individual needs would be considered and planned for, usually in consultation with parents.</p>
<p>How are transitions managed at Cringleford school</p> 	<ul style="list-style-type: none"> • Meetings with preschool to make a transition plan for children with Special Educational needs starting school • Booklets about the new class/school • Visits to the new class or school, sometimes with extra visits planned for children with additional needs • Back to school visits to the classroom following the summer break • Teachers visiting the children in their classroom or at home • Summer school for some children on transition to High School

	<ul style="list-style-type: none"> Attendance by receiving school at Annual review if appropriate
<p>What happens if I am unhappy or disagree with the school?</p> 	<p>If you are concerned about any aspect of your child's education or experience at Cringleford, you should first make an appointment to see the teacher.</p> <p>If the matter is unresolved you should make an appointment to see the head teacher. If you are still unhappy you can ask for a copy of The complaints procedure which explains how to make a formal complaint.</p>
<p>Where can I find out more?</p> 	<p>The county have a wealth of information on their local offer site. We would strongly urge you to investigate further. It can be found here</p>
<p>Other useful links</p>	<p>Parent Partnership Code of Practice 2015</p>

We hope that you have found this report helpful and would welcome your feedback and ideas on what additions to the report you would find useful.

Thank you

Sue Barker

SENCo

Sept 2018

Review: January 19