

SEN Information Report for the Federation of Grove House and King's Park Infant Schools 2019 - 2020

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.

At The Federation of Grove House and King's Park Infant Schools, we are committed to working together with all members of our school community. 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:

- Special Educational Needs Coordinator (SENCO) – Mr Justin Blocksidge (01328 701267)
- Executive Headteacher – Mrs Sarah Charman (Grove House 01362 694379 / Kings Park 01362 694077)
- Special Educational Needs Governor – Mrs Hannah Farmer

If you have any specific questions regarding the Norfolk Local Offer please look at the Frequently Asked Questions on the Local Offer website <https://www.norfolk.gov.uk/children-and-families/send-local-offer>. Alternatively, if you have any questions or concerns regarding SEN provision please contact your child's class teacher, Mrs Sarah Charman (Headteacher) or Mr Justin Blocksidge (SENCO)

The information below will give you a clear and informed picture about the curriculum and provision available for our pupils at Grove House and King's Park Infant Schools.

SEN Profile	
What percentage of learners in the school have been identified with SEN?	<ul style="list-style-type: none">• Grove House: 9 of pupils on roll have SEND. There are 7 children on SEN Support and 2 have an Education, Health and Care Plan.• King's Park: 6 pupils on roll have SEND. There are 3 children on SEN Support and 3 have an Education, Health and Care Plan.
What types of barriers to learning are experienced by children with SEN in the school?	Number of children in each SEN category across the federation: <ul style="list-style-type: none">• Communication and Interaction: 7 children• Cognition and Learning: 3 children• Social, Emotional and Mental Health: 4 children• Sensory and Physical: 1 child

How we identify SEN:

How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?

- 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 Academy 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 Academies 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 have an open door policy at the school. If a parent is concerned about the progress their child is making they can initially speak to the child’s class teacher or alternatively, they can arrange to meet with the Special Educational Needs Co-ordinator (SENCO).
- Throughout the year class teachers and the senior leadership team monitor the progress of all children in the school. If a child is not making the expected progress they will be closely tracked and additional support implemented if required. Learners can fall behind for lots of different reasons, therefore only those with a learning difficulty which requires provision that is in addition to or different from the normal differentiated curriculum will be identified as having SEN.

How we keep parents involved:

How do we involve parents/carers and children?

- Initial concerns will be raised with parents/carers by the class teacher.
- If a child requires provision which is additional to or different from the normal differentiated curriculum this will be discussed with the parents/carers.
- Targets/ next steps will be set for the children each term, following a discussion with the children and their parents. During this meeting the views and wishes of the child are sought.
- If your child has an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss your child’s progress annually in addition to the termly meeting.

What we do to support learners with SEN:	
What is the schools approach to supporting learners with Special Educational Needs?	<ul style="list-style-type: none"> • We value high quality teaching for all learners. The senior leadership team actively monitor the teaching and learning across the federation. • All staff work hard to create learning environments and tailor the curriculum to ensure that the needs of all learners are met.
How does the school support pupils with special educational needs?	<ul style="list-style-type: none"> • All teachers adapt the curriculum to ensure access to learning for all children in their class. • When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting with the class teacher and/or the SENCo to discuss a plan of support. They will then use the assess, plan, do, review cycle to set targets and then arrange a suitable review date. • The support may include pre – teaching opportunities, additional resources, facilitating time out to relieve stress, modelling language and behaviours, preparation for changes in routine or interventions. • The school may also take advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Head, SENCo, etc) as well as external staff (Speech Therapists, Educational Psychologists, etc). • We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. We modify the provision map regularly and it changes every year, as our learners and their needs change.
What support is in place for Social and Emotional Wellbeing?	<ul style="list-style-type: none"> • All pupils are supported with their social and emotional development through the curriculum and at playtimes. • We follow the PATHS programme and the children have regular circle times around social themes. • The school works with parents and children to encourage high levels of attendance. The best class for attendance is highlighted each week in the Celebration Assembly. • The school also has a very supportive and strong ethos and a positive approach to behaviour management is adopted. Reward systems such as Golden Time and stickers to encourage good behaviour are used within classes.

SEN Provision and Services:	
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<p>When required specialist expertise can be drawn upon. Some services that have been involved with the school to date are:</p> <ul style="list-style-type: none"> • East Coast Speech and Language Service • School to School Support (Fred Nicholson School) • CAMHS (Child and Adolescent Mental Health Service) • Educational Psychologist (CEPP) • Sensory Support • Autistic Spectrum Disorder (ASD) Specialist Support Assistant Team • The Benjamin Foundation
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Kings Park Infant School is all on one level with slopes leading to all areas from the outside. • Grove House Infant and Nursery School is on two levels. However all classrooms and children's toilets are based downstairs and there is a stair lift available. • The school has drawn on assistance from Sensory Support to ensure children with hearing or visual impairments are suitably enabled around our school. • In order to communicate with parents whose first language is not English the school will translate all correspondence into the relevant languages upon request. In addition the school will endeavour to involve a translator for any meetings, etc.
<p>How are pupils included in activities outside the classroom including trips?</p>	<ul style="list-style-type: none"> • The school carries out risk assessments for all children including the children with SEN before attending a school trip. • Consideration is made for how school trips can be adapted to assist the individual child. • Parents or carers are consulted prior to a school trip and asked to attend if necessary. • All children have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

How we evaluate the effectiveness of our provision:	
What type of assessments are used?	<ul style="list-style-type: none"> • Teachers assess all learners throughout the year and track their progress using 'pupil asset' on a termly basis. • Year 2 pupils complete a Salford reading test in September and March in order to track progress and identify those who need additional support and intervention.
How will we know if the provision for children with SEND is effective?	<ul style="list-style-type: none"> • Progress data of all learners is monitored by the Senior leadership team. • The SENCO collates impact data of interventions to ensure that interventions are proving effective.

Staff Training	
What training have the staff supporting pupils with SEN had, or what are they expected to have?	<p>The school is committed to further developing the skills and knowledge of the staff supporting children with SEN.</p> <p>Recent training:</p> <ul style="list-style-type: none"> • Norfolk Steps (all staff) and Step Up (selected staff) • Elklan and Talk Boost Speech and Language Training • National SENCo Award • Sensory Circuit Training • Sensory Support (to support children with hearing impairments) • Attachment training • Total Communication training

Transitions

How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their wellbeing?

- Before children start in Reception/Nursery they have an induction morning where they will be given the opportunity to meet their new teacher, teaching assistant and become more familiar with the setting.
- Before term begins, they will be offered a home visit from their class teacher and teaching assistant.
- When joining our school from another school or nursery the class teacher/SENCO will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer to the school is as smooth as possible.
- When a child is moving to a new school, transition discussions will take place with the class teacher and SENCO of our school and the new school. The individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child.
- The types of provision we put in place to ensure a smooth transition and support our children when they are moving school are things such as extra class visits, social stories, taking photographs of the new staff, transition books and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another.

Written on: November 2019

Review Date: November 2020