

SEN Information Report for the Trinity Federation 2014-15

Part of the Norfolk Local Offer for Learners with SEN



Introduction

Our SEN information report 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 SEN code of practice which can be found [here](#).

If you think your child may have SEN please speak to their Class Teacher or contact Mrs Newman our SENCo on 01603 880553.

Our Approach to Teaching Learners with SEN

In the Trinity Federation 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 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 on the school website.

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.

How we identify SEN

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

“A child or young person has SEN 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 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 consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. In the Trinity Federation 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.

St Peter’s Primary School, Easton

In 2013-14 our SEN profile shows that we have 11% of children identified as having SEN. This percentage is made up of the following groups:

71% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

14% are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression).

14% are identified as having SEN linked to Physical and Sensory difficulties (including disabilities such as those affecting mobility, sight and hearing).

Great Witchingham Primary School

In 2013-14 our SEN profile shows that we have 24% of children identified as having SEN. This percentage is made up of the following groups:

78% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

17% are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression).

6% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction).

Hockering Primary School

In 2013-14 our SEN profile shows that we have 11% of children identified as having SEN. This percentage is made up of the following groups:

60% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

20% are identified as having SEN linked to Social, Emotional and Mental Health Difficulties (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression).

20% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction).

Assessing SEN in the Trinity Federation

Class teachers, support staff, Parents/Carers and the learner themselves will be the first to notice a difficulty with learning. In the Trinity Federation we ensure that assessment of educational needs involves the learner and Parents/Carer alongside the teacher. 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 which we share with our cluster schools.

For some learners we may want to seek advice from specialist teams. In our schools and clusters 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](#).

What we do to support learners with SEN within the Trinity Federation

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

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

- Visual timetables
- Writing frames
- Lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems
- Small group / individual intervention work with an adult

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 a provision

map, which describes the interventions and actions that we undertake in school to support learners with SEN. We modify the provision map regularly, and it changes as our learners and their needs change,

We share our provision map in our clusters with our colleagues so we can learn from each other. We are also able to promote consistent practice across all the cluster schools ensuring equality of opportunity.

The SENCo reports to the governors on the provision available within the federation and its impact on the progress of SEN learners.

Funding for SEN

Each school in the federation receives funding direct from the Local Authority to support the needs of learners with SEN.

Each cluster also receives 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 the schools in each cluster have signed a governance agreement which helps us work together.

The clusters 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.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within our Federation. 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.

Assess – this involves taking in to consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan - this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided. Decisions will be recorded and form the basis for pupil progress interviews and Parent/Teacher Consultations.

Do - providing the support.

Review – measuring the impact of the support provided and considering whether changes to that support need to be made. Children, Parents/Carers and the teaching and support staff will be involved in reviewing progress. This review can be built in to the intervention itself or a more formal meeting.

If a learner has a Statement or an Education, Health and Care Plan (EHC plan,) there will also be a formal annual review.

The Senior Leadership Team collates the impact data of interventions. As appropriate this data is shared in the clusters.

Progress data of all learners is collated and monitored by Teachers, Senior Leaders and Governors. Our school and cluster 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. In our Federation schools we offer a range of additional clubs and activities. Please ask at the school office for more details.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENCo to discuss specific requirements.

All staff within the Trinity Federation work in accordance with 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.”

Section 1(1) Disability Discrimination Act 1995

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 click [here](#).

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. The Trinity Federation is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Transition to a different teacher or school is discussed with Parents/carers and learners well in advance to ensure time for planning and preparation.