

Cobholm Primary Academy SEN Information Report - September 2020

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disability.

At Cobholm Primary Academy we are committed to working together with all members of our school community. We 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:

Mary Williams – SENDCo

Ines Grote – SEN Governor

If you have specific questions about the Norfolk Local Offer please look here:

www.norfolk.gov.uk/SEN

If you think your child may have SEND please speak to their Class Teacher or SENDCo.

Our approach to teaching learners with SEND

We have an inclusive culture in our school and we aim to break down all barriers to learning and ensure that all pupils make as much progress as they can and reach their full potential.

We value high quality teaching for all learners and monitor both teaching and learning in the Academy. We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor the progress of all learners and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular discussions about pupil progress amongst staff and through formal meetings such as pupil progress meetings.

How we identify SEND

At any time 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 (make it difficult) 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, there will be provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the child's barrier to their learning.

At Cobholm Primary Academy we aim to identify children with SEND early. We use the Foundation Stage Profile in Reception and the National Curriculum in Key Stage 1 and 2 to identify children who are working at a lower level than their peers or who are falling behind. Class teachers, support staff, parents/carers and the child themselves may notice a difficulty with learning.

Slow progress and low attainment does not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

For some learners we may want to seek advice from specialist teams. In our Academy we have access to various specialist services such as an advisory teacher, Educational Psychologist, Autism advisor, Virtual School for Sensory Support, School 2 School Support, Occupational Health, ADHD nurse specialist, Just One Number (school nursing team), Speech and Language Therapists, CAMHS, Travelling Children's Service and Point 1. If we feel that your child would benefit from further assessment and/or intervention from one of these outside agencies then we would discuss this with you and make a referral where appropriate.

If a pupil is identified as having SEND they will be placed on the SEND record. Each pupil on the SEND record is set targets to specifically support them with their area of SEND. The targets are agreed between the class teacher, parent/carer and the pupil. They are set at the beginning of the term and reviewed at the end of the term. Most pupils with SEND will be adequately supported at the level of SEND support, however, for a small number of pupils their needs will be identified as requiring an Education, Health and Care Plan.

Our SEND profile

Our SEND profile shows that 19% of our children are currently identified as SEND. These children are all SEN support.

The areas of need are;

Communication and Interaction: 37.5%

Cognition and Learning: 37.5%

Social, Emotional, Mental health: 40.6%

Sensory and Physical: 0.06%

Some children require support in more than one area of need.

What we do to support learners with SEND

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 to adapt access to the curriculum, this might include using:

- Visual timetables
- Adaptive resources, including coloured writing papers and overlays
- Writing frames, word lists
- Laptops or other recording devices
- Positive behaviour rewards system
- SEND support plans

Each learner identified as having SEND, 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 that has been identified.

How do we find out if this support is effective?

Each child with an identified SEND will have a support plan. The targets on the plan are set and reviewed once each term; this process involves the class teacher, pupil and parent/carer and involves discussing the child's progress towards achieving their targets. If a pupil makes sufficient progress in achieving their targets then they will no longer be categorised as SEND and will be removed from the SEN record. If the pupil has not made progress towards their targets we will discuss alternative interventions including whether the pupil requires further assessment by a specialist outside agency.

Pupils who have an EHCP will also have a review once a year, called an Annual Review meeting, where we discuss with parents and relevant outside agencies whether the EHCP still meets the needs of a pupil or whether any changes need to be made. It is an opportunity for the pupil, and parents/carers to say how they feel the year has gone and to give their input into plans for the coming year.

Progress data of all learners is collated by the whole school and monitored by Teachers, Middle leaders, Senior Leaders and Governors.

Other opportunities for learning

All of our extra-curricular activities and school visits are available to all our students, including breakfast club.

All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEND.

We follow the Equality Act 2010. This legislation (a legal document which schools must follow) places specific duties on schools, settings and providers including the duty to not 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be a transition to a new class in school, having a new teacher, or moving on to another school. Cobholm Primary Academy 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 SEND. Teachers are given time to discuss the pupil's needs with the next teacher before each transition. For pupils with SEND additional transition sessions will be arranged, where appropriate, so they are familiar with the adults they will be working with before the transition takes place. For pupils with a statement/EHCP, transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Where appropriate additional transition days are arranged with the high school and take place in the summer term that the pupil is in Year 6.

Have your say

This SEND report declares our annual offer to learners with SEND, 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 SEND. For more information about this please speak to our SENDCo Mary Williams.

Useful links

www.norfolk.gov.uk/SEN

<http://www.norfolkparentpartnership.org.uk>

<https://councilfordisabledchildren.org.uk/help-resources/resources/guide-send-code-practice-parents>