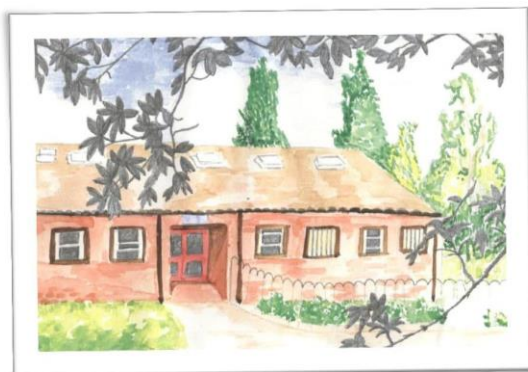


Watlington Community Primary School

Special Educational Needs (SEN) Information

Report

September 2022



Introduction

Welcome to our SEN Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN).

The Local Offer is where parents can find out what is available in Norfolk to support their child. To find out more about Norfolk's Local Offer please [CLICK HERE](#).

All governing bodies of schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The information published is updated annually.

At Watlington CP School we are committed to working together with all members of our school community. This local offer has involved pupils, parents/carers, governors and members of staff. 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:

SEN Governor:	Mrs Marsha Parker
SENDCO	Mrs Donna Southon
Headteacher:	Mrs Claire Chapman

If you think your child may have SEN please speak to the class teacher in the first instance, and if appropriate you may be asked to meet with the school SENDCO.

Our Approach to Teaching Learners with SEN

At Watlington CP School 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, including those with SEN and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy.

Our school improvement and development plan is about developing learning for all and includes continued professional development (CPD) opportunities for all staff.

We are committed to creating a learning environment which is flexible enough to meet the needs of all members of our school community. We closely monitor progress of all learners. Staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular lesson observations, data collection and analysis, learning walks, book scrutiny and pupil progress meetings.

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines 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 your child 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 or may have attended lots of different schools and not had a 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. At Watlington CP School 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.

Any children that are not making expected progress will be identified and interventions will be put into place. These are evaluated for effectiveness at the end of the intervention. Any concerns you may have regarding your child’s learning / progress can be discussed with the class teacher or SENDCO at any time.

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.

Our SEN profile for 2021/2022 shows 14% of children in our school identified as having SEN compared to 16.6% nationally. (Source DfE)

	% identified as having SEN linked to:			
% of children identified as SEN	Communication & Interaction	Cognition & Learning	Social, Mental & Emotional Health	Physical and/or Sensory
14%	50%	8%	38%	4%

Assessing SEN at Watlington CP School

Class Teachers, support staff, parent/carers and the children themselves will be the first to notice a difficulty with learning. At Watlington CP School we ensure that assessment of educational needs directly involves the learner, their parent/carer and their Teacher.

The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning. This identification can involve:

- Observations in and out of the classroom
- Discussions with pupils, parents/carers and staff
- Standardised screeners and assessments

We have a range of assessment tools available within the local cluster, which we can use to identify a specific need. For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services that also includes health and social care.

In addition, as part of the Downham SEN Cluster we have access to:

- EPSS Team –
- SEMH Team and ASD team as part of the EPSS additional support
- School 2 School Support – specialist SEN support from Special Schools in Norfolk
- Dyslexia Outreach – to support individual learners
- We employ 6 Teaching Assistants within our school to deliver interventions as well as a pastoral teaching assistance that provides out of class support for pupils with SEN and other pastoral needs including bereavement.

What we do to Support Learners with SEN at Watlington CP School

Every Teacher at Watlington CP School is required to adapt the curriculum, classroom, and their resources to ensure access to learning for all children in their class.

The Teachers Standards 2012 detail the expectations on all teachers, and we at Watlington nurture teacher professional development and achievement.

Our staff use various strategies to adapt the curriculum, these include:

- Visual Timetables
- Writing Frames
- iPads, laptops and other devices
- Peer support
- School wide 'positive behaviour reward system' (Class DoJo)

- Use of reading overlays
- Social Stories

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of bespoke 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.

This support is described on a Provision Map, which although does not detail the individual learners name, describes the interventions and actions that we undertake at Watlington CP School to support learners with SEN across year groups. We modify the Provision Map regularly, and it changes every year, as our learners and their needs change.

We share our Provision Map with our colleagues at school and within our cluster so we can learn from each other and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Assessment and planning for SEN learners is supported with the Norfolk Assessment Pathway. This enables small steps of progress to be tracked and next steps planned for so that SEN pupils make good progress, holistically, from their starting points. We also access and use the engagement model to support our SEN learning when this is appropriate.

In addition to this; pupils on the SEN register will all have an IEP (Individual Education Plan) where targets are set and reviewed at 3 points throughout the year – once a full term. The targets set are specific to the needs of the individual pupil and will aim to move the children on in their next stage in learning. Parental involvement is required when setting the targets and reviewing the successes and challenges for the child that parents/carers identify. Pupil voice is also included when creating the IEP to ensure all parties are involved and are working together. Creating a co-produced IEP document ensures home and school are working together to meet the needs of the child and the child is involved in their own learning journey.

Funding for SEN

Watlington CP School receives funding directly from the Local Authority to support the needs of learners with SEN.

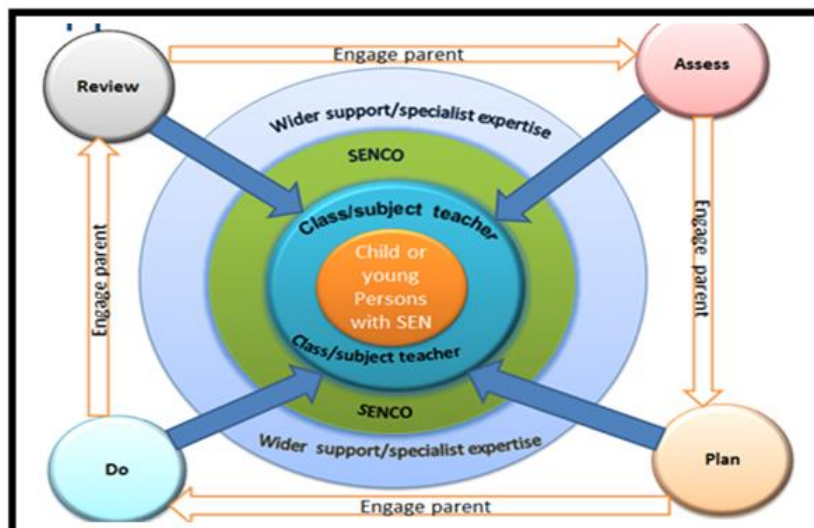
Schools who have children with EHCPs or a high need of SEN (usually before an EHCP is approved) apply to the Virtual School for SEN for "top up funding". At the time of writing this document the amount for EHCPs and High Need SEN has not been clarified and is dependent on a case by case assessment of the level of need.

How do we find out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Watlington CP School Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN.

We follow the Graduated Approach: 'Assess, Plan, Do and Review' model and ensure that Parents/Carers and learners are involved in each step.

Before any additional provision is selected to help a pupil, the SENCO, Teacher and Parent/Carer agree what they expect to be 'different' following this intervention. A baseline will be recorded, which can be used to compare the impact of the provision.



The reviewing step will be built into the intervention itself, and it will also be a formal meeting held at least once a term, where we discuss 'progress and next steps' for the learner. This discussion has student voice, parent voice and teacher voice included, and is using the IEP (Individual Education Plan) that has been developed school wide.

If a learner has an Education Health and Care Plan (EHC Plan), the same termly review conversations take place, but the EHC plan will also be formally reviewed at least annually.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that are successful for our learners.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school 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. At Watlington CP School we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all. These extra-curricular activities can be found on the school website.

All staff at Watlington have regular training on the Equality Act 2010 as part of on-going essential staff training. 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 the disability legislation.

Preparing for the Next Step

Transition is part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to a new school. Watlington CP School 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, including those with SEN. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed late in Year 5 or early in Year 6, to ensure time for planning and preparation.

Have Your Say

Watlington CP School is always open to feedback. Together we can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN which is reviewed annually. To be effective it needs the views of all parents/carers, learners, governors and staff.

We welcome your involvement in our annual process to 'assess, plan, do and review' our provision for SEN learners.

Useful Links

www.norfolk.gov.uk/SEN

www.dfe.gov.uk

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

The Special Educational Needs and Disability Code of Practice: 0-25 years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf