



## SEN Information Report

At Norton-le-Moors Primary Academy we strive to support all children to enable them to achieve their full potential as we guide them through their learning journey. It is a mainstream primary school which meets the needs of a range of learners with special needs.

Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their learning goals.

### The kinds of special educational needs that are provided for

The types of SEN the school caters for are;

- 1) Speech, Language, Communication
- 2) Learning, cognition
- 3) Social, Emotional, Mental Health Difficulties
- 4) Physical, Sensory

Below is a glossary of the most common SEN terms.

|       |                                               |
|-------|-----------------------------------------------|
| ADD   | Attention Deficit Disorder                    |
| ADHD  | Attention Deficit & Hyperactivity Disorder    |
| ASD   | Autistic Spectrum Disorder                    |
| BESD  | Behavioural Emotional & Social Difficulties   |
| HI    | Hearing Impairment                            |
| MLD   | Moderate Learning Difficulty                  |
| PS    | Physical, Sensory                             |
| SEMHD | Social, Emotional, Mental Health Difficulties |
| SEN   | Special Educational Needs                     |
| SEND  | Special Educational Needs & Disability        |
| SENCo | Special Educational Needs Co-ordinator        |
| SLCN  | Speech, Language, Communication Needs         |
| SpLD  | Specific Learning Difficulty                  |
| VI    | Visual Impairment                             |



## Polices for identifying children and young people with SEN and assessing their needs

A child has special educational needs and/or disability if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her.

Children may have a specific learning difficulty in one or more area, or their needs may be more generalised. Their ability to learn at the 'normal' rate may also involve problems in the following categories:

- 1) Speech, Language, Communication
- 2) Learning, cognition
- 3) Social, Emotional, Mental Health Difficulties
- 4) Physical, Sensory

School leaders and teaching staff, including the SENDCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

There may be a variety of reasons for a child's inability to progress, some of which we may need help from other professional agencies to deal with; it is our role as teachers to manage issues which present themselves to us in the classroom. Knowledge of a child's background is always useful to us and we must always take this into account.

The SEN Team consists of:

Mrs Kerry Nelson - Special Educational Needs Coordinator and Inclusion Manager.

Mrs Rachel Postles – Meigh - Special Educational Needs Coordinator and Inclusion Assistant.



Contact details:

Norton le Moors Primary Academy,  
Norton Lane,  
Norton le Moors,  
Stoke-on-Trent,  
ST6 8BZ

### Arrangement for consulting young people with SEN and parents, and involving them with their education

Norton le Moors Primary Academy has regard to;

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

### Arrangements for assessing, reviewing and evaluating the effectiveness of the provision for children and young people and their progress towards outcomes

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Individual needs are identified and assessed through:

- the use of standardized tests
- discussions among staff in departmental meetings as needed
- progress reports, through IEP reviews and the results of National Curriculum Tests.
- pupil progress meetings
- half termly SEND meetings
- parental meetings



- concerns expressed by pupils through discussion
- assessment through teaching and a range of tests including baseline assessment, diagnostic reading tests, phonic check lists, sight vocabulary lists, social language skills, letter formation and number formation.
- Recommendations or advice from external agencies.

Once a learning difficulty has been identified the teacher needs to:-

- communicate with parents
- establish if the child has any medical, hearing or visual difficulty which could cause the problem. Check the medical record, profile, etc. Refer to school Nurse if there are any concerns.
- meet with the SENCO to discuss the child's progress and the teacher / parent's concerns.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- Significant differences between progress in each core subject, which may indicate specific learning difficulties (SPLD)

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood



On entry to Nursery a transition program would be put into place for identified children with SEN. This will involve home visits from the school staff and meeting with all outside agencies involved. Any reasonable adjustments are made to the school environment to ensure a smooth transition between phases of education.

At all transition points throughout the school meetings are held between class teachers to discuss and prepare for individual children's needs.

If a child were to move school all relevant information would be passed on to the receiving school.

In preparation for transition to high school, in line with the code of practice, transition meetings are held at the appropriate times to discuss arrangements for the next phase of education. Children will also be given the opportunity to spend time in their new setting.

### **How will Norton le Moors Primary Academy prepare and support my child to join the school or the next stage of education and life?**

Norton le Moors Primary Academy aims to ensure that pupil's transition is as smooth as possible.

Strategies include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving. Additional visits are also arranged for pupils who need extra time in their new school.
- Whole school Transition Days where each class spend the afternoon with their new class teacher.
- Secondary school staff visit pupils prior to them joining their new school.
- Meetings between teachers, SENCo and the SENCo from the secondary schools to pass on information regarding SEN pupils.



- Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Nelson, the secondary school SENCo, the parents/carers and where appropriate the pupil.

### The approach to teaching children and young people with SEN with adaptations to the curriculum and the learning environment

- Each pupil's education programme will be planned by the class teacher and reviewed half termly. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. specific interventions will be used to support them. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Progress Meetings are held each half term. The Head teacher, Deputy Head teacher and class teacher discuss each pupil's progress. This discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCo and Class Teacher.

- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum.
- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors.

As a school we are happy to discuss individual access requirements.



Facilities we have at present include:

- ramps into school to make the building accessible to all
- One disabled toilets.
- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- When the children join the school support is allocated on the information provided by the feeder school. Usually, in consultation with their Phase Leader, the SENCo will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Parents/carers will be able to see the support their child is receiving on a provision map. A provision map is a record of support that the pupil is receiving including the impact it is having on the pupil's learning.

#### The expertise and training of staff to support children and young people

All staff at Norton Primary Academy have received some training relating to SEND. This could be through specific intervention programs or general SEND.

- Developing Literacy and Numeracy
- Closing the gap marking
- IEP training
- The new Code of Practice



## How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

## Support for improving emotional and social development

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants and SENCo, readily available for pupils who wish to discuss issues and concerns.
- Pupils who find lunchtimes a struggle are able to take time out inside with a member of staff. However, for poor behaviour during break or lunchtimes children will be withdrawn from these times and spend time in “study club” where they are asked to reflect on their behavior and what they can do to improve it in the future.

## Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.



## How the school involves other bodies including health and social care bodies, local authority support services, and voluntary sector organisations in meeting children and young people's SEN and supporting their families

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Parents would be consulted prior to any outside agency involvement.

The agencies used by the school include:

- SENDS (Specialist advisors including Autism, Specific learning difficulties, Visually and hearing impaired)
  - Educational Psychologist
  - CAMHS (Child & Adolescent Mental Health Service)
  - Social Services
  - Children's Therapy Team (Speech & Language/Occupational Therapy)
  - Paediatricians
  - Behaviour Support Service
- 
- An Educational Psychologist is allocated to each school. At Norton Primary Academy the EP is Paul Beeson.
  - He would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.
  - If a case is opened with the Educational Psychologist, specific assessments are carried out.
  - He will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.



## Arrangements for handling complaints from parents of children with SEN about the provision made at school

Complaints Procedure (Please see in addition the school's complaints policy).

Any complaint is dealt with sensitively and promptly.

1. The initial point of contact is the child's class teacher
2. Appointments may also be made with the SENCo/Head teacher
3. If any person feels that their complaint has not been dealt with adequately by the school staff, they are able to contact the named Governor of Special Educational Needs and Disability, Eileen Harvey, who will report their concerns to the Governing Body.
4. In addition the Local Education Authority provides a disagreement resolution service, telephone number on display in the entrance hall. The LA also provides a parent partnership service (SENDIASS) details of which are also displayed in the entrance hall, or can be obtained by the SENCO.

The local authority's website can be found at [www.stoke.gov.uk/localoffer](http://www.stoke.gov.uk/localoffer)

If parents require any further support please contact one of the following agencies;

SEND Information, Advice & Support Service (SENDIASS)

Tel: (01782) 234701 or 234847

E-mail: [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk)

Web: [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

Stoke-on-Trent Safeguarding Children Board

Tel: (01782) 235100

E-mail: [fish@stoke.gov.uk](mailto:fish@stoke.gov.uk)



Web: <http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>

Special Educational Needs Assessment and Monitoring Service (SENMAS)

Tel: (01782) 232740

Web: [brian.hepburn@stoke.gov.uk](mailto:brian.hepburn@stoke.gov.uk)