

**SEND Information Report for Greyfriars Primary School
September 2017**



Part of the Norfolk Local Offer for learners with Special Educational Needs

At Greyfriars Primary School we strive to support **all** children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

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

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 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.

Learners can fall behind in school for lots of reasons. They may be absent from school, they may have attended lots of different schools and so 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 Greyfriars we are committed to ensuring that all learners have access to learning opportunities, and for those 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.

The following SEND information report is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN).

At Greyfriars School 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 do please contact us. The best people to contact this year are:

SEND Governor: Mrs Lesley Bambridge

Head teacher: Mrs Beverly Barrett. head@greyfriars.norfolk.sch.uk

SENDCo: Mrs Amanda Morris amorris8nnp@nsix.org.uk

If you need further information about the Norfolk Local Offer please look at the Norfolk County council website:

www.norfolk.gov.uk

		Greyfriars Primary School
	Question	School response
1	How will the school know if my child needs extra help and what should I do if I think that my child may have special educational needs (SEN)?	<p>We know that pupils need help if :</p> <ul style="list-style-type: none"> • concerns are raised by parents/carers, teachers or the child • Limited progress is being made • There is a change in the pupil's behaviour or progress <p>The SENDCo will help to identify the barriers to learning. We use a range of assessment tools. For some learners we may want to seek advice from specialist teams. In our school we have access to advice and support from ENGAGE services (formally the short stay school service); Educational Psychology and Support Services (EPSS) and School to School service. Through these we can access an educational psychologist or a clinical psychologist and specialist advice from support teachers and specialist support workers.</p> <p>If you think that your child has a special educational need then you can contact:</p> <ul style="list-style-type: none"> • Your child's class teacher for an initial discussion • Our SENDCo: Mrs Morris <p>Or, if you feel it would be helpful:</p> <ul style="list-style-type: none"> • Our parent support advisor Miss Whitmore
2	How will school staff support my child?	<ul style="list-style-type: none"> • Each pupil's education programme will be planned by the class teacher. It will be planned to suit each pupil's needs. This may include additional general support by the teacher or teaching assistant in class. • If the pupil has needs related to more specific areas of their education, such as spelling, literacy, numeracy, handwriting or emotional and behavioural needs then the pupil will be placed in a small focus group. This will be run by the teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for half a term. The interventions will be regularly reviewed by all involved to make sure they are effective and to inform future planning. These interventions will be recorded on the school provision map (this is a record of the interventions, timings, cost and impact of the intervention in the school) and pupil

		<p>progress sheets. If you have any queries relating to interventions please do not hesitate to contact the class teacher or SENDCo</p> <ul style="list-style-type: none"> • Pupil progress meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems and enable further effective support to be planned. • Children with emotional needs will be assessed using Boxall Profiles and may be offered sessions in our nurture support groups. Some children may have individual nurture support. • We use in-house expertise to manage a wide range of needs. Most staff have been trained in supporting children with ASD, ADHD and attachment disorder. Several KS1 staff are ELKLAN trained and 2 additional KS2 staff will undertake this training in September 2017. • The school is part of a cluster group of schools and, where advice is needed, individual children may be discussed to ensure shared expertise and consistent support across schools. Children are not named during these discussions. Should names need to be shared parent/carer's permission will always be sort. • Occasionally a pupil may need more specialist support from an outside agency for example an educational psychologist (EP), Child and Adolescent Mental Health Services (CAMHS), specialist learning support teacher (SLST) or ASD specialist support assistant. Where necessary, and always with your consent, a referral will be made. Following any assessments by these agencies the school will carryout any recommendations or programmes of support that are suggested.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • When a pupil has been identified with special educational needs work will be set by the class teacher which will enable them to access the curriculum more easily. • Teaching assistants may be allocated to work with the pupil in a small group or individually to target more specific needs. • The pupil's targets will be recorded on an intervention sheet or a pupil progress sheet. For some children an individual support plan (ISP) may be written. Targets will be set according to the area of need. Targets are monitored weekly by the class teacher and

		<p>half termly by the teacher and SENDCo. Where ISPs are kept, these will be discussed with you at parents' evenings and a copy given to you.</p> <ul style="list-style-type: none"> • If appropriate specialist equipment may be provided for the pupil e.g. writing slopes, concentration cushions, pencil grips or easy use scissors.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<p>How your child is doing:</p> <ul style="list-style-type: none"> • You will be able to discuss your child's progress at Parents' Evenings. These are held each Autumn and Spring term and dates are given on newsletters with reminders sent by text message. • Your child's class teacher will be in the playground at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office or by calling into the PSA office which is in our Group room. . <p>How we can help you to support your child's learning:</p> <ul style="list-style-type: none"> • The class teacher may suggest ways that you can support your child at home. • Mrs Morris may meet with you to discuss how to support your child with strategies at home if these are difficulties with a child's behaviour/ emotional needs. • Miss Whitmore (PSA) is available to help parents with any concerns. • If outside agencies or the Educational Psychologist have been involved suggestions are normally provided that can be used at home.
5	What support will there be for my child's overall well-being?	<p>The school offers a wide range of support for pupils who are encountering emotional difficulties.</p> <p>These include:</p> <ul style="list-style-type: none"> • Members of staff such as the class teacher and SENDCo are readily available for pupils who wish to discuss issues and concern. Some pupils are given time each day to talk to a named adult about their worries. • We have 3 staff trained in offering nurture support (Nurture Group Network Theory & Practise). We have a nurture group which children may attend each morning for between 1 & 4 terms and several nurture groups in the afternoons. We also offer Lego groups (based on Lego Therapy) to support children to develop social skills. We also

		<p>have two members of staff trained in Drawing and Talking support.</p> <ul style="list-style-type: none"> • We have a group room where children can go if they need a little quiet time during the day or if they need a quieter place to work. • A supported lunch time club is provided for children who find lunch times a challenge. • The school is a PATHs school. This is a school wide scheme of work that encourages children to understand and express emotions safely. • The school is able to arrange support for families and children from a trained systemic therapist funded through our school cluster. <p>Pupils with medical needs:</p> <ul style="list-style-type: none"> • If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers. These are then discussed with all staff who are involved with the pupil and displayed in the (locked) staff room. • Staff have received training in the use of epipens and the care of children with asthma. • Training is accessed for staff working children with other needs eg diabetes or epilepsy • Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed consent form is in place to ensure the safety of both child and staff member. • All teaching assistants and mid day supervisors are basic first aid trained and there are TAs working in each EYFS class who have paediatric first aid training.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>At times it may be necessary to consult with outside agencies to receive their more specialist expertise.</p> <p>The agencies used by the school include:</p> <ul style="list-style-type: none"> • Child protection advisors • Educational psychologists • ENGAGE services • CAMHS (Child and Adolescent Mental Health Team) • AAP (Attendance Advisory Practitioner) • Virtual School - for sensory support for pupils with hearing/visual impairment

		<ul style="list-style-type: none"> • Social Services • Speech Therapy and Occupational Therapy • School to School support • Autism Support Team
7	What training have the staff supporting children with SEN had?	<p>Different members of staff have received training related to special needs and disability. These have included sessions on:</p> <ul style="list-style-type: none"> • How to support children with ADHD • How to support children on the autistic spectrum • How to support children with dyslexia • How to support children with social and emotional needs • How to support children through grief • How to support children with speech and language difficulties - including Talk boost, ELKLAN, MAKATON and PECS training • How to support children with physical and co-ordination needs • How to support children with attachment disorder • All staff are STEP on trained. <p>Mrs Morris (SENDCo) has SEN qualifications including the NGN nurture qualification; post graduate certificates in both learning difficulties and dyslexia and STEP tutor certificate. She has worked for Norfolk County council as an advisory support teacher and an Access Through Technology assessor.</p>
8	How will my child be included in activities outside the classroom including school trips?	<p>Activities and school trips are available to all.</p> <ul style="list-style-type: none"> • Risk assessments are carried out and procedures put in place to enable all children to participate. • However, very occasionally, 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.
9	How accessible is the school environment?	<p>As a school we are happy to discuss individual access requirements.</p> <p>Facilities we have at present include:</p> <ul style="list-style-type: none"> • The school is all on one level.

		<ul style="list-style-type: none"> • An adapted toilet for disabled users • 2 clean changing rooms with an adjustable changing beds. • Wide double doors to the main building
10	How will the school prepare and support my child to join the school or transfer to a new school?	<p>Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • Discussions take place between the previous or receiving schools prior to the pupil joining or leaving. Where the schools are in the KES cluster group children will be discussed, with your permission, at meetings during the summer term. • All pupils attend at least one transition session where they spend some time with their new class teacher. • Additional visits are arranged for pupils who would benefit from extra time in the new school. • Mrs Morris is always willing to meet with parents prior to their children joining Greyfriars. • Secondary school staff visit named pupils prior to their joining their new school. • Where a pupil has more specialist needs a separate meeting may be arranged with Mrs Morris, The previous or receiving school's SENDCo, the parents/carers and where appropriate the pupil. • Where appropriate special booklets are made with the pupil containing photographs of their new class and class teacher etc. to be looked at over the holidays • For specific year 6 pupils we run a transition group each year in the summer term to help to answer any questions or concerns.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs. • The additional provision may be allocated after discussion with the class teacher at pupil meetings or if a concern has been raised at another time during the year. • Resources may include the deployment of staff depending on individual circumstances.

12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments in school and by outside agencies. • During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then further interventions will be arranged.
13	How are parents involved in the school? How can I be involved?	<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher • During Parent Evenings • During discussions with Mrs Morris
14	Who can I contact for further information?	<ul style="list-style-type: none"> • If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENDCo <p>Useful links:</p> <ul style="list-style-type: none"> • www.norfolk.gov.uk/SEND • Parent Partnership • www.dfe.gov.uk

We hope that these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.

Appendix 1

There are many SEN terms that are abbreviated. Below is a glossary of the most used SEN and school terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAMHS	Child and Adolescent Mental Health Services
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EP	Educational Psychologist
FSM	Free School Meals
FSP	Family Support Plan
GDD	Global Developmental Delay
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapy
RRP	Risk Reduction Plan
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SpLd	Speech and Language Difficulty
VI	Visual Impairment