

Lionwood Schools SEN Information Report for 2016-17



The Lionwood
Schools Federation
Life-long Learning

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

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained school and maintained nursery 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. This information is updated annually.

At the Lionwood Schools we value all members of our school community. Our local offer outlines the provision for children with SEN in our schools. It has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are:

Executive Head - Mrs Selene Sawyer

Head of Lionwood Infant School – Ms Maria Cornish

Head of Lionwood Junior School – Miss Becky Adcock

Special Educational Needs Coordinator (SENCO) – Ms Lucy Finnie

Assistant SENCO – Rachel Read

SEN Governor – Mr Patrick Neale

What are Special Educational Needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEN.

Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. We seek to provide targeted special educational provision for pupils, alongside a differentiated curriculum. This may require 'reasonable adjustments' to be made to their provision and should incorporate their specific area(s) of need as identified in the Code of Practice (September, 2014).

- Communication and Interaction – this includes children with speech and language delay, impairments or disorders who have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand or use social rules of communication. Children and young people with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction, for example when communicating and using imagination (6.29)
- Cognition and Learning – this includes children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia
- Social, Emotional and Mental Health – this includes children who may be withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attachment disorder or attention deficit disorder.
- Sensory and/or physical needs – this includes children with a physical disability, including hearing, vision or multi-sensory impairments. These children may require additional on-going support and equipment to access all the opportunities available to their peers.

There can be a many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The schools understand that children who experience these barriers to learning are vulnerable. 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.

Lionwood Infant and Nursery School

In 2016-17 our SEN profile shows that we have **20%** of children identified as having SEN. This percentage is made up of the following groups:

64% are identified as having SEN linked to Cognition and Learning

26% are identified as having SEN linked to Communication and Interaction

2% are identified as having SEN are linked to Physical and Sensory

8% are identified as having SEN linked to SEMH

Lionwood Junior School

In 2016-17 our SEN profile shows that we have **25%** 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

26% are identified as having SEN linked to Communication and Interaction

4% are identified as having SEN are linked to Physical and Sensory

10% are identified as having SEN linked to SEMH

Disability and Medical Conditions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ...” a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those effecting sight or hearing, and long-term health conditions such as epilepsy, diabetes and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between children with disabilities or medical conditions and those with SEN. Where a child or young person with a disability or medical condition requires special education provision they will also be covered by the SEN definition.

Our Approach to Teaching Learners with SEN (Aims and Objectives)

At the Lionwood Schools we ensure that all pupils in our schools are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEN, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEN, parents of SEN children, intervention group leaders and outside agencies.
- We acknowledge and draw on parents’ knowledge and expertise in relation to their own child.
- Through a conferencing approach the children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We work to develop our successful cluster work with the North Norwich Cluster to develop provision and practice.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

Identification, Assessment and Provision

The governing body, the Executive Head, Heads of School, SENCO, class teachers and all other members of staff are responsible for identifying and providing for children with special educational needs. **‘Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff’ (Code of Practice 2014).**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (Code of Practice, 2014)

If a learner is identified as having SEN, we will provide support that is **‘additional to’** or **‘different from** the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in the individual school’s whole school Provision Map.

Our provision map is shared with other schools in our 'cluster', as are assessment tools. In this way we learn from each other, develop a wider understanding of different SEN, and share training opportunities to improve the support we offer our learners.

The Code of Practice outlines a **Graduated Response** to pupils' needs: Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective specialist educational provision in place. This graduated response involves a four-part cycle: **Assess, Plan, Do and Review**.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments. An inclusion register is kept of pupils with SEND and where a teacher expresses a 'cause for concern' regarding a particular pupil, the class teacher and SENCO will take early action to assess and address the difficulties. Assessments are updated each term and monitored by the Head of School and SENCO.

Plan – this stage identifies the barriers to learning, intended outcomes, and details of what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis for termly review meetings with, held as part of Parent/Teacher Consultations and Children/Staff Conferences.

Do – providing the support – extra assistance for learning or learning aids – as set out in the plan. This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENCO - contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA's) to discuss progress of learners are held weekly, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT).

Managing Pupils' Needs

Children on the SEND/Inclusion register will have an Individual Education Plan, where applicable, which details important information about the child, including areas of strength and weakness, their outcomes and steps taken to allow children to achieve them. Class teachers, parents, pupils and other specialist support professionals can all contribute to the IEP. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school, appropriateness and quality of outcomes. Records of IEPs and any other reports or information regarding a child's SEND profile are kept securely by the SENCO.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

While the majority of learners with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Evaluating Effectiveness of Provision

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

Pastoral Support

At the Lionwood Schools Federation we believe that the emotional and social development of children and young people is integral. There is a full-time pastoral support worker attached to both school sites, who work alongside teachers and the Senior Leadership Team, to provide support and guidance to those who need it, including children with SEND. Pupils are able to meet regularly with PSAs to discuss wishes and feelings, including concerns about bullying.

Opportunities for Enrichment

At the Lionwood Schools we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the schools will take place in the Summer Term; arrangements for transition to Junior School and Secondary School for pupils with SEN will be planned according to individual need.

During Year 2 and Year 6, information – previously agreed with parents – will be shared with the SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Lionwood or staff from Lionwood will accompany the child on visits to their next school.

Involvement of Pupils

We recognise that children and young people have the right to be involved in making decisions and exercising choice (Code of Practice, 2014). Where appropriate, all pupils are involved in monitoring and reviewing their progress and constructing their Individual Education Plan (IEP). We endeavour to fully involve the pupils by encouraging them to –

- State their views about their education and learning
- Identify their own needs
- Contribute ideas to the setting of targets and how they can be best supported
- Self-review their progress and set new targets

Have Your Say

The Lionwood Schools are community schools. This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, learners, governors and staff.

Please engage fully with our annual process to ‘assess, plan, do and review’ provision for SEN.

If you have any comments, please contact office@lionwoodinfant.norfolk.sch.uk or office@lionwoodjunior.norfolk.sch.uk

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Ms Lucy Finnie (SENCO) to discuss your concerns senco@lionwoodinfant.norfolk.sch.uk