

NORTON HILL PRIMARY SCHOOL

Annual SEND Report to Governors-A report on the school's policy and special educational needs.

Date of report: November 2024

SENCo: Siobhan Waterhouse **SEN governor:** Laura Strachan

At Norton Hill Primary School, we are working together to raise the outcomes for all children in our care. It is our team's collective role to enable all children to reach their full potential. We offer our children a well-balanced curriculum and make reasonable adjustments to support all children with additional needs. We challenge all our children using a range of different strategies both inside and outside of the classroom. We use a variety of tools and adaptations to enable all children to access daily learning challenges, children are also supported via self-led Discovery Time sessions suited to their age and stage of development. We are building curious learners regardless of barriers and we are always seeking new ways to help engage children with SEND in our classrooms. Each child is supported on their own journey via different means, some by question and support sessions, others by adapted knowledge and skills focus time. Regardless of the level of support required, our team is committed to each and every child leaving Norton Hill Primary with the knowledge and skills to support them in future years.

The Role of the SENCo:

The SEN Coordinator (SENCo), in collaboration with the Local Governing Body (LGB) plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEND. This entails working closely with staff, parents and carers, and other agencies.

The SENCo also provides related professional guidance to colleagues with the aim of securing quality first teaching for all children, including those with SEND.

The SENCo, with the support of and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of children's achievements, as well as by setting targets for improvement.

The SENCo ensures that the learning for all children is given equal priority, and available resources are used to maximum effect.

The responsibilities of the SENCo:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with Early Years providers, other schools, Educational Psychologists, Health and Social Care professionals
- Being the key point of contact with external agencies, especially the Local Authority and its support services
- Working with the LGB to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up-to-date
- Managing Teaching Assistants

- Contributing to the training of staff

<p>What provision is in place to support teachers to provide for a learner with SEND?</p>	<ul style="list-style-type: none"> • Accessible SENCo on site daily • Funds to support resources needed for individual children • SALT therapist from Critchill: support weekly • SALT therapy assistant: support weekly • Trained THRIVE practitioner on site full time • EHCP targets broken down and shared with staff to save time • Provision Map recently purchased and being set up to alleviate time on paperwork. • CPD discussions with team-training accessible from outside services when required. • 2 day a week SEN HLTA to support/observe children • We hold meetings with other schools, nurseries etc. so we know how best to support based on information shared.
<p>How are parents and carers informed of identification?</p>	<ul style="list-style-type: none"> • Class teachers hold an initial discussion with parents-information sharing and open discussion. • Parents then consent and sign documentation • Parents then receive a meeting or call from myself or RH to discuss adaptations needed/put in place. • Ongoing meetings/emails to share concerns, ask questions. • Agreements to raise with outside agencies are completed with a face to face meeting.
<p>How are parents and carers informed of progress a learner is making?</p>	<ul style="list-style-type: none"> • We celebrate small successes by making calls home; teachers making calls home. • All attend face to face meetings with teachers and additional meetings are held throughout the year to discuss any additional support needed or support suggested for home. • Parents have targets shared and are also part of any review meetings so they are heard and listened to.
<p>How effective is classroom teaching in supporting needs of learners?</p>	<ul style="list-style-type: none"> • Teaching concerns are identified through SEN observations- these are then shared with the teacher and support is put in place. • SEN monitoring is carried out; planning, interventions and outcomes are ongoing throughout the year. • If children are not progressing enough to reach small step progress targets, then concerns are raised and discussed. • Staff can be reallocated to add additional help Ex: phonics •
<p>What interventions are in place to support learners?</p>	<ul style="list-style-type: none"> • We have a range of interventions; most listed below: • SALT therapy, THRIVE, Social stories, small group support-keep up! • Precision teaching, reading comprehension, phonics, maths pre teaching • SEMH support, ASD support, curriculum adaptations for each subject and pupil specific adaptations when necessary. • Timetable adaptations • Occupational therapy support- gross and fine motor • Sensory group • Language for Life-Nursery and Reception • Pegs to paper

<p>How is access to interventions planned?</p>	<ul style="list-style-type: none"> ● Each half term we discuss our SEND children at a staff meeting. Teachers also share any new concerns my way and these are noted. I then observe children in class and discuss any interventions or adaptations needed. ● We then hold a SEN meeting and look at timetables and support needed to try and use support staff to help. ● Resources discussed are then ordered for individual children or classes.
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How do we support students at Norton Hill Primary School?

Our aim is always to develop children’s independence allowing each individual to develop the skills required to allow them to be successful in both academic and social environments in preparation for their next phase of learning and beyond. **With each passing year we find ourselves adapting to new children and varying needs-this year we have a child who has been diagnosed with ARFID (Avoidance, restrictive, food intake disorder) we are having to make adaptations to her meals, food timings and add additional eating breaks into the curriculum timetable.**

The priorities for Support Staff deployment are:

- Firstly, to meet the needs of students with Educational, Health and Care Plans (EHCPs) or those in receipt of Transition Funding.
- Secondly, to provide interventions for a range of pupils,
- Finally, to support a wide range of other pupils on the SEN register across the curriculum.

In-class support

TAs work alongside the class teacher in the classroom to support children with their learning or social needs. Support may include individual withdrawal from the group, small groups or whole-class support.

Small group and 1:1 withdrawal interventions

A range of support is offered to children outside of the classroom environment. The types of interventions offered vary on an annual basis according to a child’s needs but may include programmes to support literacy, numeracy, social needs, speech, language and communication, ASD or by addressing issues affecting social, emotional or mental health needs, such as the use of Thrive.

Differentiating resources

An important aspect of the work of the SENCo is to liaise with teachers to enable all children to access the learning environment appropriately.

Additional support for statutory tests.

Some children with identified educational needs are entitled to special access arrangements for all their public examinations. Support may include: use of a separate room, a reader, extra time, supervised rest-breaks and use of a prompt, word processor or a scribe. Children are assessed and appropriate support is put in place if needed.

Communication between school staff, parents and students

The school recognises the importance of effective dialogue between teachers and parents.

Parents are invited to meet with the SENCo or class teachers at various times throughout the academic year to encourage their involvement in establishing Support Plans and in reviewing targets and support strategies. The school aims to provide at least three opportunities during the school year for parents to meet with key staff in school to discuss the needs, provision and progress of their child.

Parents are encouraged to contact the SENCo or class teachers by telephone or email if there are any SEN concerns or queries regarding the support of their child.

Children with an EHCP have a statutory Annual Review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork relating to the meeting is sent by post or secure email.

Transition support

The school has a well-established and successful transition programme for children with special educational needs.

Those children identified by nurseries and child-minders needing additional transition support, participate in a transition programme tailored to their needs which may include additional visits to the school prior to the September. Sometime the school will receive Transition Support Funding which allows us to support individual children during their first year in school.

Additional visits to the school to meet key staff or to become familiar with the routines and layout of the school can be arranged with the Headteacher during the summer term. This is done in liaison with the settings and the parents and is tailored to meet the individual needs of the child.

External Professional Agencies

The SENCo works closely with a wide range of external professionals. Most of these agencies form part of the B&NES local authority Children's Service or Primary Care Trust. The SENCo has regular contact with the following agencies:

B&NES Local Authority services

Inclusion Support Service
Specialist Behaviour Support Service
Educational Psychology Service
Hospital Education & Reintegration Service
Social Care Services
Looked After Children Support Team & Virtual School for LAC
Specialist Family Intervention Service
Mentoring Plus
Integrated Working Team

Primary Care Trust (Health Authority services)

Child and Adolescent Mental Health Service (CAMHS)

Sensory Impairment Team
 Speech & Language Therapy Service
 Occupational Therapy Service
 Physiotherapy Service
 Community School Nurse

Other services

Education Welfare Services
 Off The Record
 Occupational Therapy support service
 ASDSS (ASD Support Service)
 Sporting Family Change

Arrangements for Identification and assessment of SEND students:

Start of Year

- Liaison with nurseries and preschools
- Baseline assessments
- SENCo will triangulate all of the information and make a decision about whether to place children on the register.
- Parents are informed if their child is placed on the SEN register.
- Support Plans are completed and shared with parents
- Referrals made to outside agencies if necessary

Mid – year

- Referral from staff, information received from pastoral and subject meetings
- Parental concerns expressed about progress and difficulties
- SENCo will observe students in class
- SENCo will arrange for any necessary additional assessment
- SENCo will refer for outside agency support where necessary
- SENCo will decide whether to place student on the SEN register
- Parents are informed if their child is placed on the SEN register
- Students with identified needs are regularly re-assessed to track progress
- SENCo will coordinate Annual Reviews

SEN register: November 2024- Will be updated throughout the year as new joiners are identified.

Year group	Number on roll				
	On roll	SEN Support 'K'	EHCP/ISF/TSF	Total	% of total
N	38	6	3	9	9/30= 30%

R	58	9	4	13	13/58=27%
1	30	6	1	7	7/30=23%
2	53	9	4	13	13/53=25%
3	46	9	3	12	12/46=26%
4	30	5	2	7	7/30=23%
5	0	0	0	0	0
6	0	0	0	0	0
Totals	255	44	17	61	61/255=24%

Breakdown of need-many children have more than one area of need/numbers will therefore not correlate with table above.

Main area of need	Number of students total	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
TSF		0	4	0	0	0	0		
SpLD		2	1	3	4	3	3		
SEMH		2	2	3	2	4	1		
SLCN		5	4	1	2	2	0		
ASD		1	2	1	4	3	3		
MLD		1	0	3	1	0	0		
HI		0	0	0	0	0	0		
VI		0	0		1	0	0		

TSF: Transition Support Funding (supporting transition to primary school from nursery/preschool)

SpLD: Specific Learning Difficulty (a term that refers to a difference or difficulty with particular aspects of learning. The most common SpLDs include dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia).

SLCN: Speech, Language and Communication Needs (children with SLCN may have difficulty with only one speech, language or communication skill, or with several).

ASD: Autism Spectrum Disorder (a condition that affects social interaction, communication, interests and behaviour).

MLD: Moderate Learning Difficulty (pupils with this problem are usually performing at a significantly lower level than their peers in reading, writing, spelling and sometimes numeracy).

SEND end of year outcomes: Summer Term 2024

	Meeting ARE-Age Related Expectations		
Year Group	Reading	Writing	Maths
R	83%	83%	83%
1	58%	50%	75%
2	64%	46%	55%
3	70%	70%	50%
4			
5			
6			

Next steps for 24/25-

- Close monitoring of EHCP and TSF children-early identification of support changes needed
- Use Reading assessments to support reading difficulties across all year groups with targeted intervention linked to fluency, comprehension or phonics. CPD all support staff
- Daily early language intervention training for eyfs staff-completed. Run daily within EYFS-Language for Life
- Clicker set up in all rooms to support writing development.
- Develop PLIMs for those children identified as needing specialist provision x 2
- Dyslexia diagnosis software support-whole school
- Set up and run internal SEN system to support teachers and SEN Team
- CPD new teaching staff
- CPD new support staff
- Identify funds that can be used (top up) to support new support staff for specific children/groups