



OLD CATTON AND WHITE WOMAN LANE FEDERATION

LOCAL OFFER FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

September 2015





SEN Information Report for 2015-16

Part of the Norfolk Local Offer for Learners with SEN

Introduction

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 schools and maintained nursery schools and the proprietors of academy 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. The information published must be updated annually. The required information is set out in the SEN regulations which can be found in this section of our website.

At Old Catton and White Woman Lane Federation we are committed to working together with all members of our school community. This local offer has been produced with 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:

Name of SEN Governor	Mrs Judy Leggett and Mrs Becky Quiles-Richmond
Name of SENCO	Mrs Rachel Brooks and Mrs Bekki Hewett
Name of Parent Governor	Mr Robert Wagstaff and Mrs Cathy Fiddy
Name of Executive Headteacher	Mrs Ashley Best-White
School Council Link	Mrs Kate Connelly and Miss Elisabeth Bufton

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact our SENCOs on;

- Old Catton Church of England Junior School 01603 426973
- White Woman Lane School 01603 419203

Our Approach to Teaching Learners with SEN

At Old Catton and White Woman Lane Federation 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 more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.



Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. If you would like a copy of our plan for 2015-16, please contact the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess progress ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At Old Catton and White Woman Lane Federation, we value:

Learning for all

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 a learner 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, they 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 Old Catton and White Woman Lane Federation 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. This does not mean that all children who have fallen behind with their learning have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.



Our SEN profile for 2015 -16 shows that we have 10% (OCJS) and 6% (WWL) of children identified as having SEN, and of these 27 % (OCJS) 33% (WWL) of those have a Statement (in the future an Education Health and Care Plan).

77% (OCJS) 33% (WWL) of children are identified as having SEN linked to Cognition and Learning

12% (OCJS) 28% (WWL) linked to Communication and Interaction

0% (OCJS) 20% (WWL) linked to Physical and Sensory

11% (OCJS) 17% (WWL) linked to Social, emotional and mental health difficulties.

It is important to note, although the children are placed in these categories of SEND; they may also have needs and /or difficulties in the other categories too.

Assessing SEN at Old Catton and White Woman Lane Federation

Class Teachers, support staff, parents/carers and the learner themselves will often be the first to notice a difficulty with learning. At Old Catton and White Woman Lane Federation we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available, and our updated tool kit for 2015-16, which we share with our cluster of schools is available in the appendix.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available via this link:

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

Old Catton and White Woman Lane Federation has also commissioned for 2015-16 support from:

- Educational Psychologist
- Speech Therapist – as required
- Specialist Support Teacher for SEN
- School Counsellor – as required
- Benjamin Foundation ‘Time For You’ - weekly sessions
- Mindfulness courses – as required
- Confidence Through Craft – weekly sessions
- Music Therapy – as required
- Parent Support Adviser – 1 day per week
- Junior Prince’s Award – 30 pupils per year, per school
- Positive Play sessions – weekly sessions
- PATHs – Promoting Alternative Thinking Skills (Healthy Norfolk Schools)

We also employ 6 (OCJS) and 11 (WWL) full time and part time Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our SENCOs.



What we do to Support Learners with SEN at Old Catton and White Woman Lane Federation

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Old Catton and White Woman Lane Federation are proud of our teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices

- Peer buddy systems
- Positive behaviour rewards system – (for further information please see the Federation's Positive Discipline and Anti-Bullying Policy on the school website).

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Old Catton and White Woman Lane Federation to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. The provision map for 2015-16 is available in the appendix.

At Old Catton and White Woman Lane Federation we share the provision map with our colleagues in the Sprowston 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.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEN

Old Catton and White Woman Lane Federation receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The amount of funding we received for 2015-16 for Old Catton Church of England Junior School is £56,976 and £13,263 top-up from the cluster and the amount for White Woman Lane School is £90,846 and £31,995 top-up from the cluster.

The Sprowston cluster of schools also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. The Sprowston cluster funding for 2015-16 is £330,242.



All schools in the Sprowston cluster have signed a governance agreement which helps us work together. We have written our Cluster policy for SEN which is available on our website.

The Sprowston Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. If you would like any further information on SEN in the Sprowston cluster please contact our SEND Coordinator: Amanda Roper 01603 409078

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within our schools. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. 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 annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Sprowston cluster so all SENCOs in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of the Sprowston cluster moderation group so can ensure that our judgements stand up to scrutiny. Our school and cluster 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 the schools of the Old Catton and White Woman Lane Federation in 2015-16 we are offering a range of additional clubs and activities. These can be found on our weekly newsletters which can be found on our website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the relevant SENCO to discuss specific requirements. Please email senco@oldcatton.norfolk.sch.uk or senco@whitewomanlane.norfolk.sch.uk



All staff at Old Catton and White Woman Lane Federation have regular training on the Equality Act 2010. 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 disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click below;

<http://www.equalityhumanrights.com/public-sector-equality-duty>

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Old Catton and White Woman Lane Junior schools are 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 with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Old Catton Church England Junior and White Woman Lane Junior are community schools. 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, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN which will include our questionnaire in the autumn term.

Useful links

www.norfolk.gov.uk/SEN

Parent Partnership

www.dfe.gov.uk

APPENDIX

Updated Toolkit 2014 – 2015

Provision Map

Types of SEND

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional help
- Sensory and/or Physical

Information

- Glossary
- Teaching and Curriculum
- FAQs
- Learning
- Behavioural and Emotional
- Support and Intervention

Updated Tool Kit of Assessment Materials

BVPS version 3

Assesses understanding of spoken language and vocabulary.

Ravens

Assesses non verbal skill, logic and visual perception.

Tomal 2

Test of memory and learning 2

Digit Span Memory Test

Assesses auditory sequential memory skills.

Single Word Reading Test

Assesses decoding skills.

New Salford Reading and Comprehension Test

Assesses decoding skills and understanding.

Sandwell Numeracy

Used to pinpoint areas of strength and weakness in mathematics

All these assessments can be used to highlight difficulties so that the school can plan interventions.

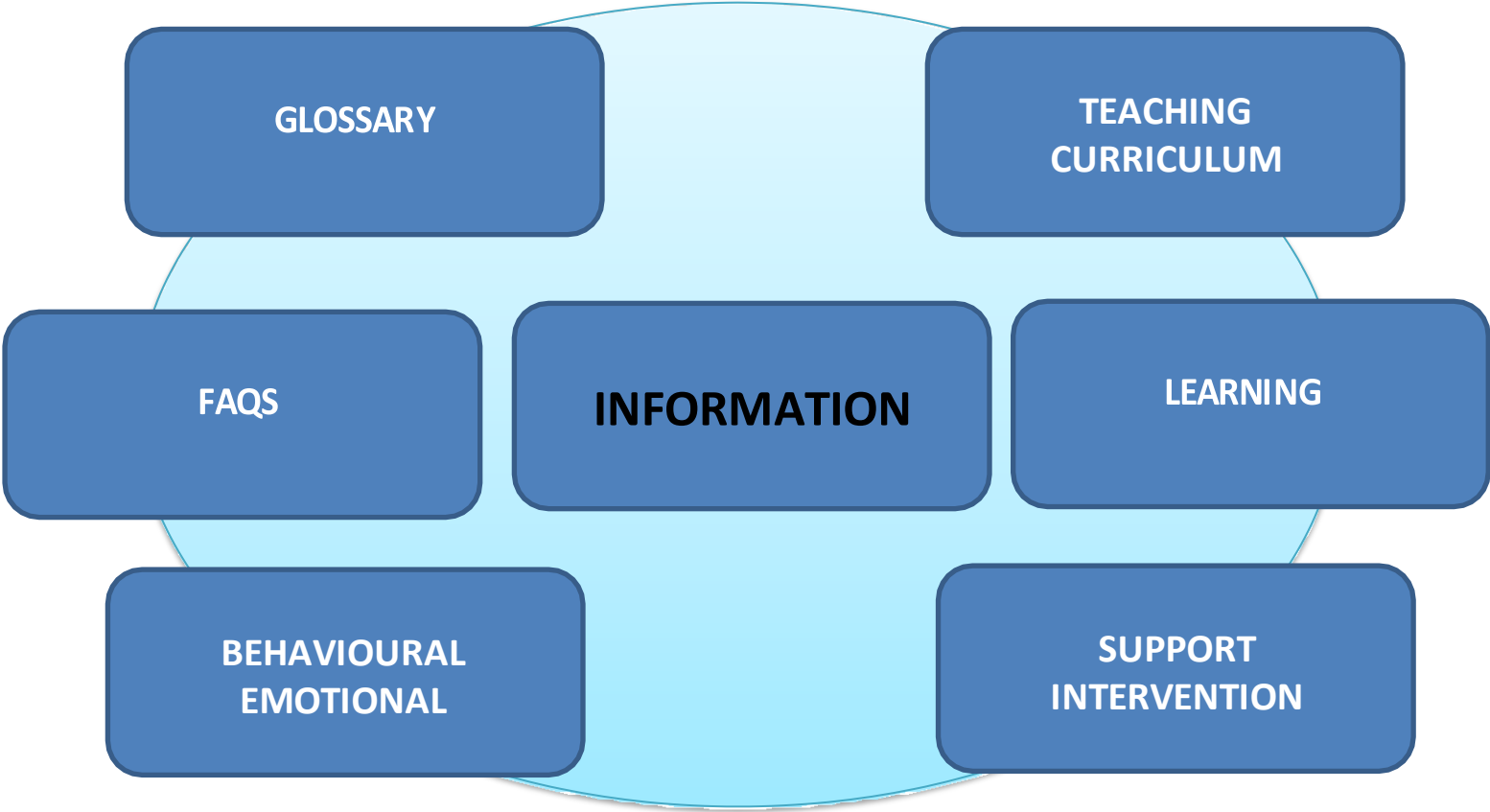
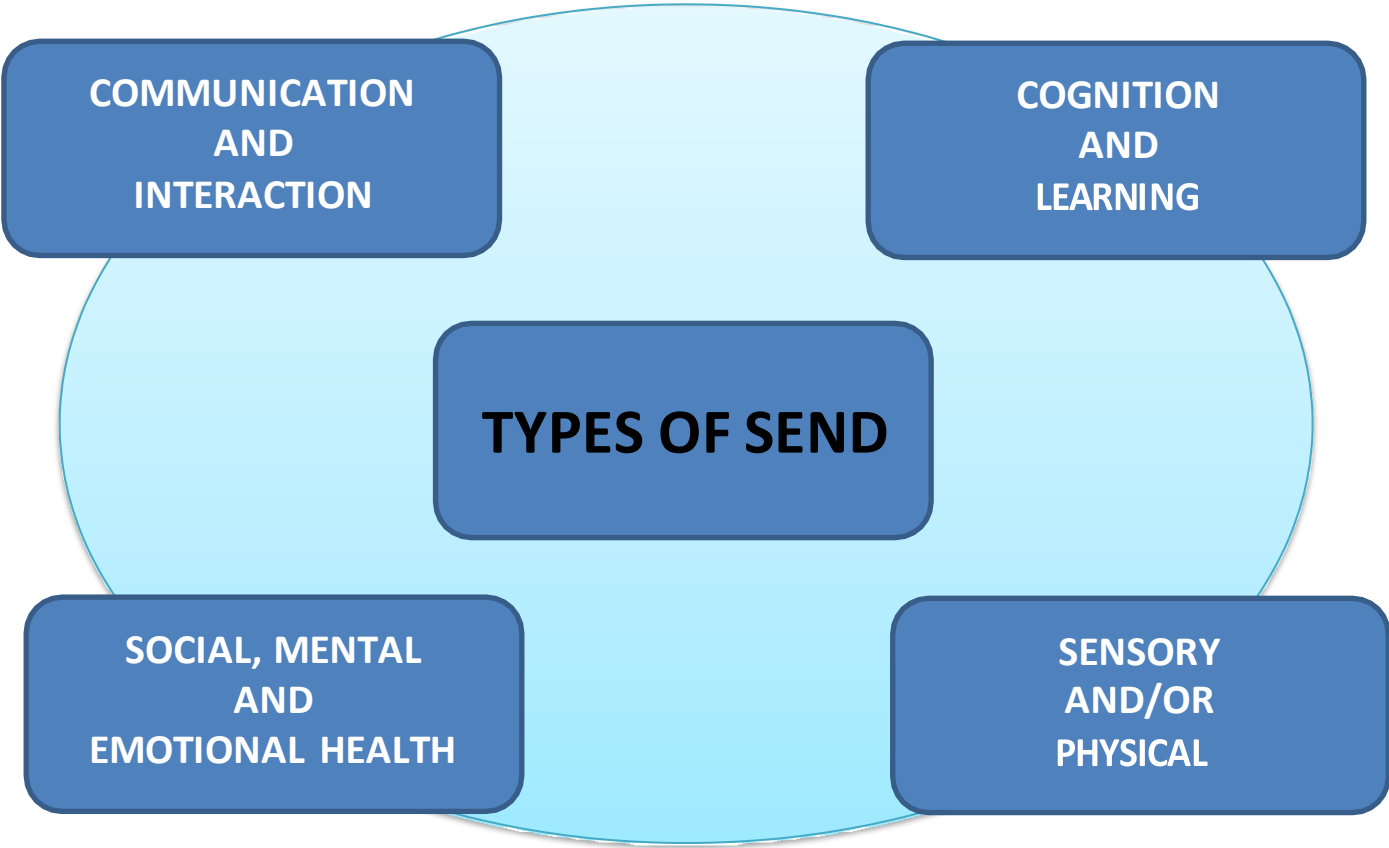


Old Catton and White Woman Lane Federation Provision Map

Strategies to overcome barrier to learning	Year 3	Year 4	Year 5	Year 6
General Learning	<p>Maths Intervention</p> <p>Memory games</p> <p>Maths Whizz</p>	<p>Maths Intervention</p> <p>Memory games</p> <p>Maths Whizz</p>	<p>Springboard Maths</p> <p>Maths Whizz</p>	<p>Springboard Maths</p> <p>Maths Whizz</p>
Literacy specific	<p>Ruth Miskin Read Write Inc</p> <p>Lexia</p> <p>Starspell</p> <p>Catch up CD</p> <p>Daily reading</p> <p>Speed Up</p> <p>Kinaesthetic Handwriting</p>	<p>Ruth Miskin Read Write Inc</p> <p>Lexia</p> <p>Starspell</p> <p>Catch up CD</p> <p>Daily reading</p> <p>Handwriting</p> <p>Use of scribe for writing</p>	<p>Fresh Start</p> <p>Lexia</p> <p>Nessy</p> <p>Handwriting</p> <p>Literacy support</p> <p>Use of scribe for writing</p>	<p>Fresh Start</p> <p>Lexia</p> <p>Nessy</p> <p>Handwriting</p> <p>Literacy support</p> <p>Use of a scribe for writing</p>
Speech and /or Language	<p>Talk Homework</p> <p>Individual programmes devised by speech therapist</p> <p>Language for Thinking</p> <p>Music Therapy</p>	<p>Talk Homework</p> <p>Individual programmes devised by speech therapist</p> <p>Language for Thinking</p> <p>Music Therapy</p>	<p>Talk Homework</p> <p>Individual programmes devised by speech therapist</p> <p>Language for Thinking</p> <p>Music Therapy</p>	<p>Talk Homework</p> <p>Individual programmes devised by speech therapist</p> <p>Language for Thinking</p> <p>Music Therapy</p>
Behavioural, emotional, social	<p>Positive Play</p> <p>Confidence through Craft</p> <p>Time for You Benjamin Foundation</p> <p>Mindfulness</p> <p>Music Therapy</p> <p>Counselling</p>	<p>Positive Play</p> <p>Box of calming activities</p> <p>Confidence through Craft Time for You Benjamin Foundation</p> <p>Music Therapy</p> <p>Counselling</p>	<p>Positive Play</p> <p>Play leaders</p> <p>Confidence through Craft Time for You Benjamin Foundation</p> <p>Skillforce Junior Prince's Award</p> <p>Mindfulness</p> <p>Music Therapy</p>	<p>Positive Play</p> <p>Confidence through Craft Time for You Benjamin Foundation</p> <p>Skillforce Junior Prince's Award</p> <p>Mindfulness</p> <p>Music Therapy</p>



Social communication	Visual Timetable Visual prompts Social stories	Visual Timetable Visual prompts Social stories	Counselling Visual Timetable Visual prompts Social stories	Counselling Visual Timetable Visual Prompts Social Stories
Co-ordination	Kinaesthetic muscle exercises Pencil grip	Kinaesthetic muscle exercises Pencil grip	Kinaesthetic muscle exercises Pencil grip	Kinaesthetic muscle exercises Pencil grip
Physical	Writing slope Seat wedge Dycem fixer for worksheets	Writing slope Seat wedge Dycem fixer for worksheets	Writing slope Seat wedge Dycem fixer for worksheets	Writing slope Seat wedge Dycem fixer for worksheets
Sensory	Coloured Overlay Wobble cushion	Coloured Overlay Wobble cushion	Coloured Overlay Wobble cushion	Coloured Overlay Wobble cushion



TYPES OF SEND

Communication and Interaction

Children may have a delay or disorder in one or more of the areas around

Attention / Interaction skills.

This may mean that pupils will find it hard to:

Ignore distractions.

Focus on tasks / instructions.

Stay on task without prompts.

Use appropriate interaction.

Maintain peer relationships.

Initiate or maintain a conversation.

Children may have difficulties understanding / receptive language and will need:

Visual support to understand or process spoken language.

Augmented communication systems.

Repetition of language and some basic language needs to aid their understanding.

Children may have difficulties with speech / expressive Language and will need:

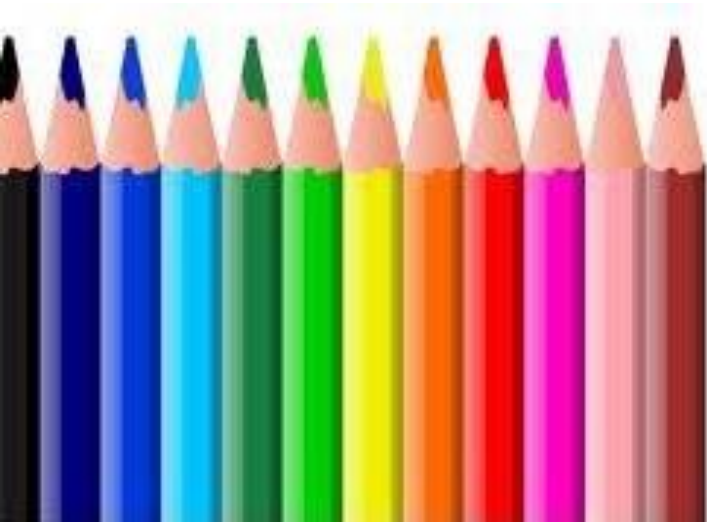
Language and will need:

Simplified language and limited vocabulary.

Frequent clarification of ideas.

Some development in the speech sound system.

Additional grammar / phonological development.



Cognition and Learning

Children may have difficulties with the skills needed for effective learning such as use of:

Language, memory and reasoning skills

Sequencing and organisational skills

An understanding of number

Problem-solving and concept development skills

Fine and gross motor skills

Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Mental and Emotional health

Children may have difficulties with social and emotional development which may lead to or stem from:

Social isolation

Behaviour difficulties

Attention difficulties (ADHD)

Anxiety and depression

Attachment disorders

Low self esteem

Issues with self-image



Sensory and/or Physical

Children may have medical or genetic conditions that lead to difficulties with:

Specific medical conditions

Gross / fine motor skills

Visual / hearing impairment

Accessing the curriculum
without adaptation

Physically accessing the
building(s) or equipment

Over sensitivity to noise / smells
/ light / touch / taste

Toileting / self care



TEACHING

Wave 1

Consistent routines and systems across the whole school
Regular assessment of pupils' progress and setting 'next steps' in learning

Groups changed to reflect pupils' learning needs for each lesson
Structured classroom environment to support learning

Wave 2

Teacher and Learning Support Assistant targeted group and individual support in lessons as appropriate

Assessment for Learning is used to inform planning to ensure all children's needs are met.

Wave 3

Learning tasks are adapted to meet individual children's needs
Careful targeting and reviewing of individual support for pupils with Pupil Passports and Assertive Mentoring Plans.

Support is put in place for pupils who are not making progress (stuck/slow moving).

LEARNING/ CURRICULUM

Wave 1

Pupils will have access to the National Curriculum and Religious Education.

The school's curriculum will be adapted to take account of the needs of groups and individuals

Termly Assertive Mentoring meetings

Wave 2

Pupils with specific needs are identified through Pupil Progress meetings, class teacher discussions with SENCO and discussions with parents

Intervention programmes for small groups and individuals are planned with support from the Teachers responsible for Upper (Years 5/6) and Lower school (Years 3/4), SENCO and class teacher.

Wave 3

The school responds to any concerns raised by parents via class teacher or SENCO

Additional testing and/or planning for needs are carried out by the school and outside agencies

Intervention programmes for small groups and individuals are planned with support from the SENCO and class teacher



Intervention programmes are written with clear targets and reviewed by the pupil, class teacher and SENCO and are shared with and reviewed with parents each term at the Assertive mentoring meetings.

FAQs

What should I do if I think my child may have special educational needs?

Talk to us – we are a welcoming school and are committed to maintaining good communication links with parents. If you have concerns, speak to your child’s class teacher in the first instance and/or arrange an appointment to speak to our SENCO at a mutually convenient time.

How will the School staff support my child?

Our SENCOs will closely monitor all provision and progress of any child requiring additional support. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.



How will the curriculum be matched to my child's needs?

All teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. The quality of teaching and learning is monitored closely by the Senior Management Team.

How accessible are the Schools?

We make every reasonable adjustment possible. The school site is on one level and we have ramps to enable access. We also have disabled toilets in each school. Any other resources needed for access may be assessed by Occupational Therapy and Physiotherapy in order for us to ensure ease of access and safety for all.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Behaviour Support Plan may be written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets. Our SENCO and staff will guide the child in reflecting upon his/her behaviour. If needed, a Teaching Assistant will provide short-term 1:1 support in class if needed.



What specialist services and expertise are available at or accessed by the Schools?

We work with:

- Child and Adolescent Mental Health
- Social Care
- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- School Nursing Service.

What training has staff supporting children with SEND had?

Our SENCOs are qualified teachers and have achieved a Masters Level National Accredited SENCo Award. As well as in-school guidance, we also receive training from many of the external agencies listed above. Most of our TAs have had training in delivering reading and spelling / phonics programmes, writing interventions, ReadWriteInc (Literacy) and Springboard (a maths intervention).

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCOs (Mrs Brooks or Mrs Hewett).

GLOSSARY



Assessment for Learning

Assessment that carries on all the time through marking and questioning – in other words, not tests!

Assertive Mentoring

An Assertive Mentoring record is a document created by class teachers to address a child's special Educational needs. It sets out targets for a child to work on in class and identifies the staff and resources that are allocated to achieve these. This is reviewed on a termly basis.

Emotional Literacy

Emotional literacy concerns how well you deal with your emotions and the emotions of people around you

Individual Behaviour Plan

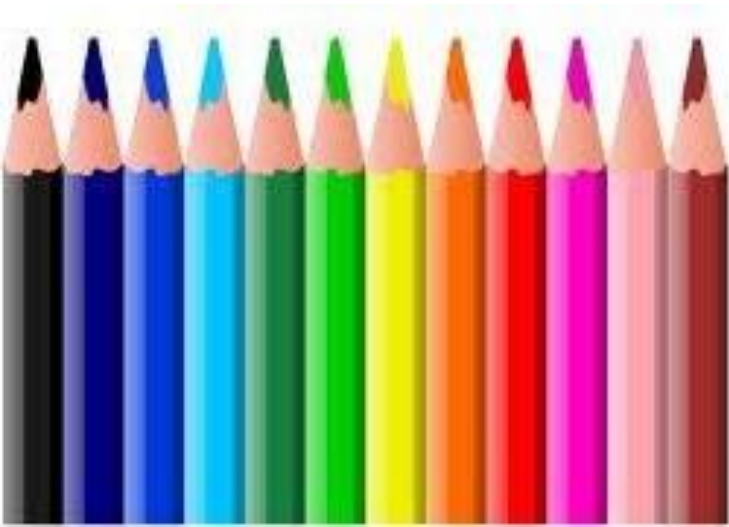
An Individual Behaviour Plan (IBP) details how a school will support a child with behaviour needs

Behaviour Support Plan

A Behaviour Support Plan is a document created to address a child's behaviour issues. The children involved in this process may be at risk of exclusion. The aim of the document is to analyse why a child is displaying challenging behaviour and to put into place measures to help reduce these issues.

SENCO

Mrs Brooks and Mrs Hewett are our SENCOs who keep an overview of children with learning, physical, behavioural and emotional needs on a day-to-day basis.





This information is intended for parents of pupils attending Old Catton Church of England Junior School and White Woman Lane Junior School from September 2015 and is, as far as we are aware, correct at the time of publishing.

For further information, please contact the school.