

## SEN Information Report for the Aylsham Cluster Trust

### Part of the Norfolk Local Offer for Learners with SEND 2017

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). The information published must be updated at least annually.

At Aldborough School we are committed to working together with all members of our school community. This local offer has involved 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:

SEND Governor: Mrs Rebecca Smith  
SENDCo Mrs Alison Read (Head Teacher)  
Parent Governor: Dr David Doak  
Headteacher: Mrs Alison Read

If you have any specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions (available at [www.norfol.gov.uk/SEND](http://www.norfol.gov.uk/SEND)) Alternatively, if you think your child may have SEND please speak to their class teacher or contact Mrs Read 01263 761264 (school number)

#### **Our Approach to teaching Learners with SEND**

At Aldborough School 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 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. For more information on our approach please see our Teaching and Learning policy on the school website.

Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. We have highly trained staff across the cluster who are accessible to support our school for pupils with specific needs, if appropriate.

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 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 Aldborough School part of our vision statement is:

*'To have high aspirations and expectations for all'*

*'To energise our learners to take responsibility for their own learning'*

## **How we identify SEND**

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

**“A child or young person has SEND 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 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 SEND, 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 schools 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 their learning. At Aldborough School we are committed to ensuring that all learners have access to learning opportunities and, for those that are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEND profile for 2017 - 2018 shows:

13% of our children have been identified as having SEN.

No child has a Statement of Education Need/Educational Health and Care Plan (EHCP)

No child has a physical disability

67% is linked to Cognition and Learning

19% is linked to Communication and Interaction

13% is linked to Physical and Sensory

13% is linked to Social, Emotional and Mental Health

## **Assessing SEND at Aldborough School**

Class Teachers, support staff, parent/carers and the learner themselves will be the first to notice a difficulty with learning. At Aldborough school we ensure that assessment of educational needs, directly involves the learner, their parent/carer and of course their Teacher. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available within the cluster, which we can use to identify a specific need.

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 their local offer website

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_\(SEND\)/SEND\\_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEND)/SEND_changes/index.htm)

Aldborough School has also commissioned for 2016-17 and 2017-18 support as required from:

- SEND Consultant (minimum of 6 sessions purchased per year)
- Engage Education Norfolk – provision purchased annually providing: direct support for children, parents and staff, as well as training
- Sensory Support (Visual)
- Speech Therapists
- Counsellors
- Learning Support Teacher
- Cluster network of support providing the opportunity to purchase/access as necessary: school to school support; education psychologist; school nurse; speech and language therapy

We also employ a highly skilled teaching support staff (currently one HLTA and five Teaching Assistants) who deliver interventions as directed by the Class Teacher or SENCo.

The Aylsham Cluster SENCo's work extremely closely with each other and meet at least termly to share expertise, experiences and offer advice and support.

### **What we do to Support Learners**

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 Aldborough are proud of our teachers and their developments. The Teacher Standards are available on request.

Both Class Teachers and Classroom Assistants work with children with SEND on specific learning within the planned classroom learning experiences. Our teachers will plan for the use of various strategies to adapt access to the curriculum. These might include using:

- Visual timetables
- Writing frames
- TA targeted support groups
- I-Pads/tablets, laptops or other alternative recording devices
- Peer buddy systems
- Scribing

Each learner identified as having SEND 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. With relatively small numbers of SEND at Aldborough School, provision is often although not exclusively bespoke. It always appears as part of the daily planning and may also be recorded on an individual plan. Teachers modify the provision regularly and it changes every year, as our learners and their needs change.

The Aylsham Cluster SENDCos work extremely closely with each other and meet at least termly to share expertise, experiences and offer advice and support. We share our provision 'map' with our colleagues in the Aylsham Cluster so we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Furthermore there is a wealth of expertise that is called upon when required to support our children.

Our SEN Governor monitors the impact of SEN provision across the school and shares the outcomes of monitoring with the Full Governing Body.

### **Funding for SEND**

Aldborough School receives funding directly to the school from the Local Authority to support the needs of the learners with SEND. This is described in the SEND memorandum which is available on the Norfolk County Council Website (Financial) where the amount of funding we received for 2015 - 2016 can be seen.

The Aylsham Cluster of schools also receive 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 Aylsham Cluster funding for 2015 - 2016 is £212, 824, 2016-17 £193,733, 2017-8 £202,765.

All schools in the Aylsham Cluster have signed a governance agreement which helps us work together. We have written our Cluster Statement which Aldborough acknowledges in its own SEND Practice.

The Aylsham 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 SEND. If you would like any further information on SEND in the Aylsham Cluster please contact our SEND Host:

[kleeks@aylshamhigh.norfolk.sch.uk](mailto:kleeks@aylshamhigh.norfolk.sch.uk) (Kathryn Leeks)

### **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within Aldborough School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. 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 SENDCo, 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 can be a formal meeting held regularly, where we can all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC Plan) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Aylsham Cluster so all SENDCos in our cluster are able to select high quality provision. The SENDDD Hosts collate impact data on behalf of the cluster, showing effective distribution and allocation of Cluster SENDDD funding.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We also take part in external moderation, as part of the Aylsham Cluster and as a local authority. This ensures 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 Aldborough School we offer a range of additional clubs and activities. These can be emailed out from [office@aldborough.norfolk.sch.uk](mailto:office@aldborough.norfolk.sch.uk) on request.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SEND co-ordinator to discuss specific requirements. Please email the office. All staff at Aldborough School have annual updates and biennial training on the Equality Act 2010 as part of ongoing essential staff training. 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please see the school website for our Single Equality Scheme.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Aldborough School is 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 SEND. Moving classes will be considered carefully for your child during the summer term and parents are able to give their viewpoint. 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**

Aldborough School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND 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 SEND.

### **Useful links**

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

<http://www.norfolkparentpartnership.org.uk>