

# SEND Information Report for John of Gaunt Infant and Nursery School (Part of the Aylsham Cluster Trust)

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

### Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). The Norfolk Local Offer outlines the provision available in our area across education, health and social care for children with SEND. It can be found by clicking on the image below.



All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body'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 [here](#).

### Who to contact

At John of Gaunt Infant and Nursery 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:

**SEN Governor:**  
Sharon Goff



**SENCo:**  
Ruth Abramson



**Parent Governor:**  
Vicky Tyce



**Head of School:**  
Fiona Chant



If you think your child may have SEND please speak to their class teacher in the first instance or contact Ruth Abramson, our SENDCo, on 01263 732844.

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

At John of Gaunt Infant and Nursery School we value **learning 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. For more information on our approach please see our Teaching and Learning policy on the [school website](#).

Our School Improvement and Development 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 need, 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.

## **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.”**

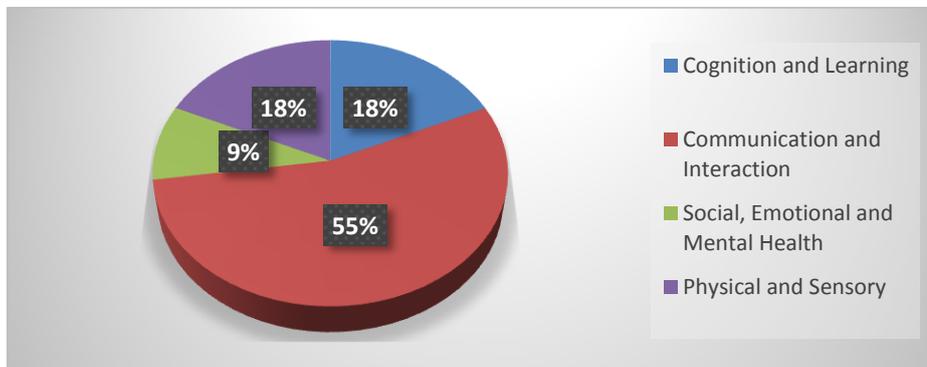
If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

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 John of Gaunt Infant and Nursery 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 SEND.

Our SEND profile for 2016-2017 shows that we have 11% of children identified as having SEND from Reception to Year 2. At present no children in Nursery have an identification of SEND. 1% of pupils have a Statement of Education Need (soon to be Educational Health and Care Plan) and 10% require in-school SEN support.

The Code of Practice identifies four categories of SEND:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs



The purpose of identification is to work out what action the school needs to take, rather than fitting a pupil into a category. In practice, individual children often have needs that cut across all areas and their needs may change with time.

### **Assessing SEND at John of Gaunt Infant and Nursery School**

Class Teachers, support staff, parent/carers and the learner themselves will be the first to notice a difficulty with learning. At John of Gaunt Infant and Nursery School we ensure that assessment of educational needs, directly involves the learner, their parent/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning.

Assessment of SEN at John of Gaunt Infant and Nursery School can involve:

- Discussion and asking questions to everyone involved with the child
- Classroom observations
- Looking at work and progress over time
- Looking at the impact of any adjustments that have been made for the child
- Working with the child and parent/carer to find out what works, what is tricky and what we can do to support
- Using checklists to identify strengths and weaknesses

In Year 2 we use the New Salford Reading Test, The First Hundred Words and Single Word Spelling Test as a baseline and to establish the impact of a number of intervention programmes. We also have a range of assessment tools available within the cluster, including the Sandwell Diagnostic Maths Test, 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](#).

John of Gaunt Infant and Nursery School, as part of the Aylsham Cluster, has also commissioned for 2016-17 support from a number of organisations and individuals. Although not all of them are SEND-specific, they are able to offer parents and pupils a range of support:

Carol Flatters (Parent Support Adviser)



Monica Harding (Family Learning Coordinator)



We have the opportunity to purchase/access as necessary support from:

‘School to school support’ – specialist provision from Special Schools in County  
School Nurse  
Speech and Language Therapy  
Access through Technology  
Specialist Resource Bases

All of our classes have a full time teaching assistant. We also employ 1 learning support assistant, a nurture support assistant and a nurture mid-day supervisor who deliver the interventions in the provision map as coordinated by our SENDCo.

The Aylsham Cluster SENDCos 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 John of Gaunt Infant and Nursery school are proud of our Teachers and their developments.

In their day to day teaching, our Teachers will use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables
- Writing frames and word banks
- Use of ICT
- Positive behaviour rewards system
- Coloured overlays
- Practical apparatus to support learning

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. The 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 John of Gaunt Infant and Nursery School to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At John of Gaunt Infant and Nursery School we share the 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.

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**

John of Gaunt Infant and Nursery School receives funding directly to the school from the Local Authority to support the needs of the learners with SEN. This is described in the SEN memorandum. The amount of funding we received for 2016-17 is £22,019.

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 2016-17 is £193,733. This is a reduction from the £212,824 received in 2015-2016.

The Aylsham Cluster of schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. All schools in the Aylsham Cluster have signed a governance agreement which helps us work together. We have written our Cluster Statement for schools individual SEN Policies, which is available on the school website. If you would like any further information on SEN in the Aylsham Cluster please contact our SEN Host:  
[kgarnham@aylshamhigh.norfolk.sch.uk](mailto:kgarnham@aylshamhigh.norfolk.sch.uk) (Kathryn Garnham)

### **Professional Development for Staff at John of Gaunt Infant and Nursery School**

The School recognises that high-quality training is vital for all staff. The SENDCO keeps up to date and attends regular training including termly SENDCO network meetings and the annual SEN conference. Information received by the SENDCO is cascaded to staff. Issues relating to SEND are discussed and shared in weekly meetings as necessary, for example, the introduction of new documents and any proposed changes to practice.

Sharon Goff, Assistant SENDCO and SEND Governor, attended the SENDCO conference which was related to social and emotional needs. She also attended Thrive Training. Sharon Goff will also have the opportunity to take part in cluster Assistant SENDCO training with Judith Carter, who is an advisor and educational psychologist.

There will be Cluster training for all staff in the 6 nurture principles during 2016-2017. Two members of staff will be part of the Nurture Network.

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

Monitoring children's progress is an integral part of teaching and leadership within John of Gaunt Infant and Nursery School. 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 aim to involve parents/carers and children in each step. When 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 (EHCP) the same review conversations take place, but the EHCP will also be formally reviewed annually.

The 'assess, plan, do, review' cycle is also incorporated in our use of our Pupil Passports. All children on the SEND register have a 'Pupil Passport'. At John of Gaunt Infant and Nursery school, we call this a John Bear's Special Plan. This is a document that the class teacher creates with a child and their parent/carer. The passport records features of the child's learning such as aspects that they enjoy or find difficult, as well as the support that they feel is effective. For example: specific resources or specifically-worded instructions. The passport is reviewed and updated at least twice a year.

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 SEND Hosts collate impact data on behalf of the cluster, showing effective distribution and allocation of Cluster SEND 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 John of Gaunt Infant and Nursery School in 2016-17 we are offering a range of additional clubs and activities. These can be found in school newsletters and the vle.

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 for support: [office@johngaunt.norfolk.sch.uk](mailto:office@johngaunt.norfolk.sch.uk)

All staff at John of Gaunt Infant and Nursery School have regular 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 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 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. John of Gaunt Infant and Nursery 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. During Year 2, there are a number of opportunities for all children to visit Bure Valley School, including 2 mornings and 1 full day in early July. If required, additional visits can be arranged, prior to the 3 day transition. These visits can be on an individual basis (with a member of John of Gaunt staff) or as a small group. Key members of staff from Bure Valley School, including the SENDCo, visit John of Gaunt Infant and Nursery School in the summer term. They work with individuals/groups of children and meet with Year 2 teachers, who pass on information relating to children's specific needs.

### **Have your say**

John of Gaunt Infant and Nursery School is a foundation school. 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 SEND.

### **Useful links**

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

[Parent Partnership](#)

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

Parent/carers Guide by DfE:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

### **Related policies:**

Accessibility Plan

Anti-bullying

Cluster SEN policy statement  
Complaints Procedure

(These can be found on our website under 'Policies' and 'Aylsham Cluster Trust')

**Reviewed: October 2016**

**Review date: October 2017**