

**SEN 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 SEN**

**Introduction**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Norfolk Local Offer outlines the provision available in our area across education, health and social care for children with SEN. 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**

John of Gaunt Infant and Nursery School is a mainstream 3-7 infant and nursery school which admits pupils to the school in line with the school's admissions policy. The school believes that all children and young people are entitled to an education that enables them to achieve their potential. The school has a strong commitment to working in partnership with pupils, parents, carers, governors, our cluster schools and the local community. Together we afford our pupils the opportunity to make progress in all areas and fulfil their potential and expectations. This report has been produced with involvement from these stakeholders.

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:

**SENCO**

Ruth Abramson



**SEN Governor:**

Lilie Ferrari



**Head of School:**

Clare Toplis



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

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

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.

### **It takes a Whole Community to Educate a Child**



John of Gaunt Infant and Nursery School is part of the Aylsham Cluster Trust. Schools in the Aylsham Cluster have been working together to transform education for children and families in the Aylsham area. SENDCOs meet at least once per term to discuss the needs of the children and young people with SEND in the cluster and work collaboratively to support their needs.

### **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 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.”**

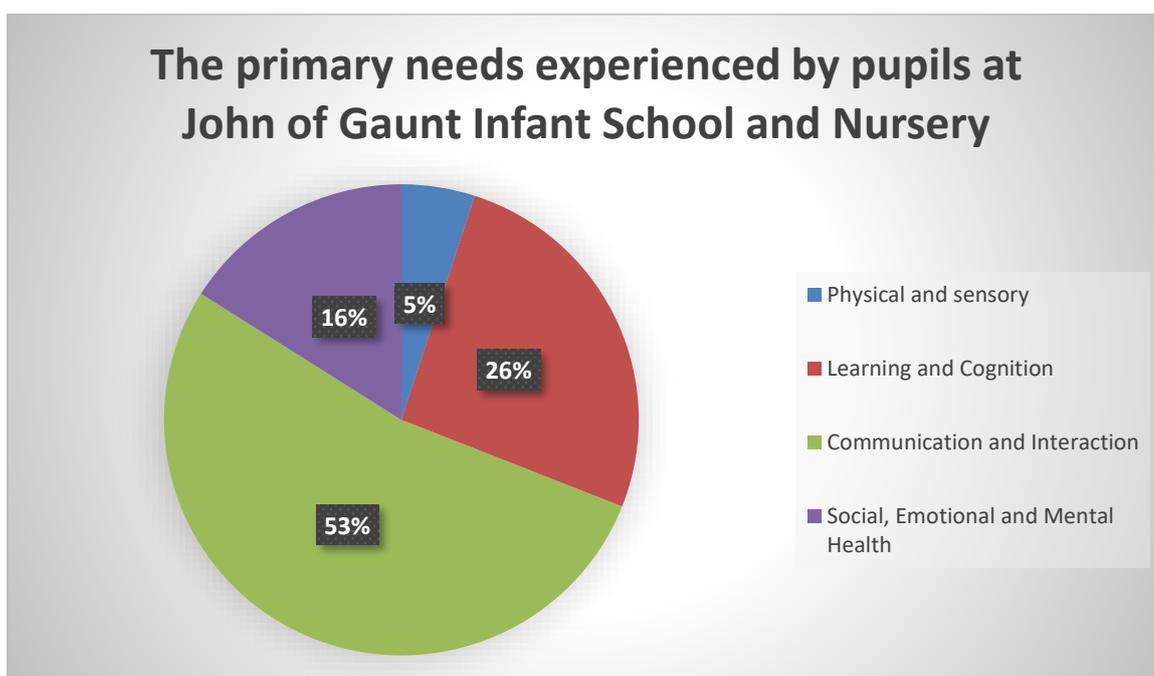
If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in 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 SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2020-2021 shows that we have 12% of children identified as having SEN. 2% have an Education Health and Care plan and 10 % require in school support.

The Code of Practice identifies four categories of SEN:

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 in to a category. In practice, individual children often have needs that cut across all areas and their needs may change with time.

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

Teachers and support staff work closely with parents/carers as well as the learner themselves to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. The SENCO can support with this process.

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
- Playground 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 parents to find out what works, what is tricky and what we can do to support
- Using checklists to identify strengths and weaknesses

In Nursery and Reception, we use the Wellcomm speech and language assessment to identify children with speech, language and communication needs. We also use Talk Boost assessments in Year 1.

Phonics is assessed on a half termly basis using the Read Write Inc scheme. Children are assessed for progress and move to the correct group for their stage after assessment. Daily intervention occurs in each year group to ensure that children keep up and don't have to catch up.

We have started using Mathematics Mastery this year as our Maths scheme in order to support the strong teaching of Mathematics. Bure Valley School also uses Mathematics Mastery and this ensures continuity for transition. Mathematics Mastery builds in same day intervention to enable children to keep up.

We also have a range of assessment tools available within the federation, including the Sandwell Diagnostic Maths Test, CTOPP2 and TOMAL2, which we can use to identify a specific need. Boxall profiles are used with some children to identify SEMH needs.

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 2020-2021 support from a number of organisations and individuals. Although not all of them are SEN-specific, they are able to offer parents and pupils a range of support:

Carol Flatters (Parent Support Adviser)

Monica Harding (Family Learning Coordinator)

Sara Dale (SEMH officer)

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

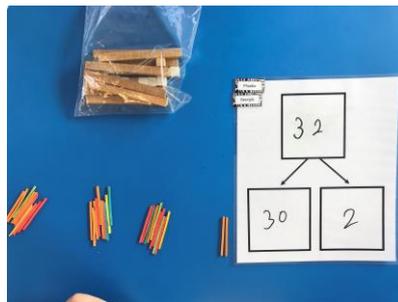
All of our classes have a full time teaching assistant. The support staff deliver interventions in the provision map as coordinated by our SENCo. Our team has highly qualified staff with a broad range of experiences and qualifications. The SENCo holds the National Award for SEN Co-ordination and has considerable experience in the field of SEN.

## 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
- Peer buddy systems
- Positive behaviour rewards system (traffic light and halo system)
- Coloured overlays
- Practical apparatus to support learning



Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The support that might be offered at SEN Support can be found on the [local offer](#). 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 SEN 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 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.

## Supporting children's emotional, mental and social development

At John of Gaunt School, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this

development. However, for those children who find aspects of this difficult we offer additional support. This support may be offered in small groups or 1:1. This support may be delivered by:

- Class TAs or Teachers
- Our Pastoral lead, Emily
- Our SEMH officer, Sara Dale

### **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 2020-21 is £49 616.

We are also able to request 'top-up' funding direct from the local authority. This money is not guaranteed and is allocated according to need.

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 (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. In 2020-2021 there is a guaranteed termly staff meeting devoted to SEN. In 2019-2020 staff had CPD about supporting children's speech, language and communication needs, setting and reviewing learning support plans, and precision teaching intervention. Issues relating to SEN are discussed and shared in weekly meetings as necessary, for example, the introduction of new documents and any proposed changes to practice.

Our SENCO holds the National SENCO Award and a level 7 diploma in Teaching and Assessing Learners with Specific Learning Difficulties. She is a member of the Willow Tree Learning SENCO network and attends termly CPD related to SEN. During the academic year 2019-2020 our SENCO attended training related to ASD, Attachment and Trauma, and current practice in assessing pupils with specific learning difficulties.

During 2020-2021, Aylsham Cluster Trust have arranged a programme of training for all staff related to a range of special educational needs.

Supporting children's Reading and Maths through Read, Write Inc and Mathematical Mastery will be a priority during the academic year 2020-2021

### **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, plans, do, review, model and aim to involve parents/carers and children in each step. When 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 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 'assess, plan, do, review' cycle is also incorporated in our use of learning support plans. All children on the SEND register have a learning support plan. The class teacher creates this document with a child and their parent/carer. The learning support plan 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. It also details any additional intervention provided. Included in the learning support plan are 2 or 3 realistic targets. They are measurable and achievable. Targets are reviewed termly and replaced with new targets if they have been achieved. Teachers and year group TAs will discuss targets at weekly meetings. Learning support plans are shared with parents/carers on a regular basis.

The SENCo 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 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 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.

### **Looked After Children and Previously Looked After Children**

The designated teacher for looked after children and previously looked after children is our SENCO, Ruth Abramson. The LAC designated teacher attends LAC designated teacher network meetings and other training offered by the Virtual School for LAC and Post LAC. Our designated teacher liaises with carers and social workers and will attend PEP and LAC Review meetings as required.

Young people who are in the care of the local authority and who, also have a special educational need will receive support appropriate to their specific need. They may have a learning support plan or EHCP in addition to their PEP (personal education plan).

### **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 2020-2021 we hope to offer a range of additional clubs and activities. Once they are up and running, details will be found in the school newsletter.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school SEN co-ordinator to discuss specific requirements. Please email the Office for support:

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

## **Equality**

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. John of Gaunt shares a SENCo with Bure Valley School so transition plans can be discussed early. 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, 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 part of the Aylsham Learning Federation. 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. Our senco can be contacted by email: [senco@burevalley.norfolk.sch.uk](mailto:senco@burevalley.norfolk.sch.uk)

## **How Complaints will be dealt with**

As a school we work hard to be in effective communication with students and parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with relatively calmly and quickly. If the situation arises where parents have a concern about the provision being made for their child or the impact on that provision and feel that the SENCo has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request, sets out clearly what the steps are to draw these concerns to the school's attention.

## **Useful links**

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

[Parent Partnership](#)

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

[Sleep East](#)

[British Dyslexia Association](#)

[Asperger East Anglia](#)

[Family Voice Norfolk](#)

Parent/carer 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

Admissions Policy

Anti-bullying

Behaviour for learning Policy

Complaints Procedure

Equality Information and Objectives Policy

Medical Conditions Policy

Policy for Children who are looked after

SEN Policy

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

**Reviewed: October 2020**

**Review date: October 2021**