

# Corvus Education Trust

## SEND Information Report July 2017

### **Introduction**

All maintained schools, maintained nursery schools and academy schools have a legal duty to publish information on their website about the implementation of their policy for pupils with Special Educational Needs and Disability (SEND). This information must be updated annually.

We consult with those for whom provision is made and the families of those who benefit from provision in order to effectively review our policy and practice on a regular basis.

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This report forms part of the Norfolk Local Offer. Further information about this can be found at:

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

### **Our Approach to Supporting the Learning of Children with SEND.**

At Corvus Education Trust we understand that children have different needs and we are committed to meeting these needs equally. We believe in participation for all and are proud of our inclusive culture.

We aim to provide high quality teaching that results in high quality learning for all.

The progress of all our children is monitored closely through; assessment discussion, pupil progress meetings and individual pupil focus meetings are part of our routine practice throughout the year.

### **Identification of SEND**

All pupils may need additional support at some time in their education. This may be provided by a differentiated curriculum, additional support or resources in lessons, or with specific activities.

We recognise that children may fall behind in their learning for many different reasons and that not all children whose progress in their learning is slow may have a special educational need. For example, a child who has been absent from school for extended or frequent periods; a child who may not have English as their first language; a child who is going through a period of instability or insecurity at home etc. We make provision for these vulnerable children in accordance with their needs but only those children that match the definition below are identified as having SEN.

The code of Practice defines SEND in the following way:

‘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 make provision that is ‘additional to or different from’ the normal differentiated curriculum – this is intended to enable the learner to overcome the barrier to their learning.

In summer 2017, the SEND register identifies the following:

#### Manor Field Infants and Nursery School

Type of support	Number of pupils
Special educational needs (SEN) Provision Map	41
Special educational needs (SEN) Individual Education Plan (IEP) support	22
Statement of SEN	0
Education, Health and Care (EHC) Plan	0

#### Aslacton Primary School

Type of support	Number of pupils
Special educational needs (SEN) Provision Map	10
Special educational needs (SEN) Individual Education Plan (IEP) support	10
Statement of SEN	0
Education, health and care (EHC) plan	1

#### Watton Westfield

Type of support	Number of pupils
Special educational needs (SEN) Provision Map	25
Special educational needs (SEN) Individual Education Plan (IEP) support	24
Statement of SEN	0
Education, health and care (EHC) plan	4

At Manor Field Infant and Nursery, the number of pupils who are registered as having a special educational need is 10.8% of which 0% have an Educational Healthcare Plan (EHCP).

At Aslacton Primary, the number of pupils who are registered as having a special educational need is 15.3% of which 1.4% have an Educational Healthcare Plan (EHCP).

At Watton Westfield Infant and Nursery, the number of pupils who are registered as having a special educational need is 10% of which 1.4% have an Educational Healthcare Plan (EHCP).

Nationally the number of pupils, in primary academies, who are classed as having SEN is 13.4% the same as the overall percentage of pupils with special educational needs in all state funded primary schools. The percentage of pupils in primary academies with a statement or EHC plan is the same as the overall percentage for all state funded primary and secondary schools, this is 1.3% for primary schools.

Nationally the number of pupils, in state funded schools, who are classed as having SEN is 14.4%, of which 2.8% have a statement of SEN or EHCP and 11.6% are classified as SEN Support (DfE, 2016).

**The SEN Code of Practice identifies four areas of SEN:**

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social
- Sensory and/or Physical

It is acknowledged that whereas many children and young people have difficulties that fit clearly into one of these areas, some have needs that span two or more areas and for others the precise nature of their need may not be clear at the outset.

In Summer 2017 the profile of our SEN Register is as follows:

	Manor Field Infant and Nursery School	Aslacton Primary School	Watton Westfield Infant and Nursery School
Areas of need	Number of pupils	Number of pupils	Number of pupils
Communication and interaction needs	23	4	18
Cognition and Learning	34	15	31
Behaviour, Emotional and Social	6	2	3
Sensory and/or physical needs	0	0	1

A number of these children also have significant difficulties in one or more other areas.

**Assessment of SEND**

Assessment of special educational needs is a joint process involving the learner, the class teacher, parents or carers and the Special Educational Needs Disability Coordinator (SENDCo).

When a difficulty with learning is suspected:

- A conversation begins involving the parties above.
- Evidence is collected to show the apparent area(s) of difficulty. A range of assessments may be carried out to inform our understanding of the level and scope of difficulty. We have a range of assessment tools available at school, including a suite of assessments materials we share with our cluster of schools.
- If appropriate a short term 'Individual Education Plan' is put into place in an attempt to address a single barrier to progress – if this is successful, no further immediate action may be necessary although close monitoring will continue.
- If appropriate, a range of support may be put into place using tried and tested intervention schemes or specific learning activities and individual practices matched to the identified needs. Many of these will be led by our team of highly qualified Learning Support Assistants.
- If necessary, advice from specialist teams may be sought. Some universal services are provided by Norfolk County Council. These are outlined in the Local Offer which can be found at:

[http://www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

As part of Long Stratton Cluster and Wayland Cluster of schools we also have access support from the Educational Psychology Support Service (EPSS) and to cluster staff who are trained in areas such as language development (Elklan), identification of dyslexia; visual stress assessment; behaviour management etc.

- Where it has been sought, advice from specialists is used to put together a coherent plan to support the learner's progress.

Once an action plan has been established, the implementation and impact of the actions are monitored and the ongoing conversation between school, parent and child continues. Regular reviews consider the impact on the child as well as the effect of the intervention on progress and attainment.

### **Supporting Learners**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. This matches the expectations detailed in the Teachers Standards (June 2013) which can be found at:

<https://www.gov.uk/government/publications/teachers-standards>

The way in which the curriculum is adapted to enable access is varied according to need. For example, a child with short term working memory may be provided with a sound recorder to assist them in remembering a sentence they have constructed in order to write it down; a child who finds the changing structures of the day difficult to manage may be provided with a visual timetable that provides security and a framework for discussion; a child who has great difficulty in conforming to behavioural expectations in the classroom may be provided with an individual positive reward system that supports good behaviour for learning.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' the normal differentiated curriculum. The type of support is dependent on the individual learning need.

***Support is detailed on a provision map or in Individual education Plans. These are changed regularly as needs the needs of the learners change.***

Whenever provision is put into place for learners with SEND, the impact of these provisions is monitored.

#### **How do we know if support is effective?**

At Corvus Education Trust we follow the 'assess, plan, do, review' model and strive to ensure that parents/carers and children are involved at every step.

- Learners are assessed using baseline materials appropriate to their difficulties. The results are a matter of discussion between parents, child and teacher.
- A plan for support is devised with clear, measurable success criteria identified and a timescale for delivery in place. The teacher agrees this with parent and child.
- The actions on the plan are carried out and feedback from parent and child is welcomed throughout the duration of implementation. Feedback regarding ongoing formative) assessment from any other member of staff involved in delivering the intervention is essential.
- At the agreed point of review, further assessments should be carried out and progress and next steps are then discussed. Reviews may be frequent and informal or more formal and on a longer term basis; this will depend on the nature of the intervention. In all cases the expectation is that reviews will be conducted at least once in every term. Where a child has a statement of SEND or an EHC Plan, there will be an additional formal annual review.

The SENDCo collates all impact data of interventions and maps the progress of all children with SEND. In this way, the each school is able to ensure that the interventions selected for use are those that have most proven effect.

Progress data for all learners in each school is collated by the Executive Headteacher and / or the Head of School. It is then shared with all teaching staff, trustees and the local governing body. The Long Stratton and Wayland Cluster of schools shares data about its learners in order that we can recognise and address accordingly our strengths and areas for development. Our school and cluster data is also monitored by the local authority and by Ofsted.

#### **Other Opportunities for Learning.**

We work hard to ensure that all learners have the same opportunity to access extra-curricular activities. The activities we offer vary throughout the year and are provided by members of school staff and by external providers.

We are committed to ensuring that reasonable adjustments are put into place to allow participation by all and we expect the same consideration from all providers.

Staff and governors are aware of the duties placed on schools by the Equality Act 2010, 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'.

This applies to those who have a disability. The Equality Act 2010 defines a person with a disability as someone who '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 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 children with disabilities and those with SEN. Children may therefore be covered by both SEN and disability legislation (the schools' Diversity Policy is on their websites).

At Corvus Education Trust we do all we can to ensure good transition for all our learners.

When a child with SEND is to start at one of our schools we make arrangements to meet with parents/carers and any other involved professionals in good time for us to put together an agreed first plan for provision. We encourage visits to the school in order that specific elements of our premises or provision can be identified and discussed, and in order that a positive relationship is developed at the beginning of the child's school education. We want to work in partnership with parents and families from the start.

For those children who join us within the school year or Key Stage, we make every effort to get to know about the child's needs before they come to school. This may involve members of staff visiting a child in their current school or meeting with current school staff to discuss the child's needs and existing effective provision.

Similarly, if a child with SEND is to make transition to another school from Aslacton Primary School, Manor Field Infant and Nursery School and Watton Westfield Infant and Nursery School at any point, we would endeavour to arrange a meeting to discuss the child's needs; we might accompany the child on a trip to the new setting or make arrangements for additional visits to ensure a smooth and successful transition.

We recognise that for some children with SEND it is important to consider transition plans even when moving from class to class. Such plans are put into place in discussion with parent/carers. Whenever appropriate, documentation regarding a child's SEND and provision made for them will be passed on to the next setting. When this is the case, a signed receipt will be required.

You might find the following links useful:

Norfolk SEND Local Offer for information and advice on how Norfolk supports children with SEND:  
[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

Norfolk SEND Partnership for independent advice and support:  
<http://www.norfolkparentpartnership.org.uk/>

Government advice and information on SEND and high needs Support and funding, SEND code of practice, extra SEND help etc.: <https://www.gov.uk/childrens-services/special-educational-needs>