

# The Coastal Federation

**Bacton Primary School**



**Mundesley Infant School**



**Mundesley Junior School**



## **SPECIAL EDUCATIONAL NEEDS DISABILITIES POLICY 2018**

REVIEW DATE: June 2019

The Special Educational Needs and Disabilities Co-ordinators (SENDCo) are; Bonnie Duffield (MIJS) and Helen Peck (Bacton)

### **HOW DOES THE COASTAL FEDERATION IDENTIFY CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?**

At The Coastal Federation children are identified as having SEND through a variety of ways including the following:

At The Coastal Federation children are identified as having Special Educational Needs and Disabilities (SEND) through a variety of ways including the following:

- Liaison with previous school
- Concerns raised by Parent
- Liaison with external agencies
- Health diagnosis through pediatrician
- 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 parents to find out what works, what is tricky and what we can do to support

If a child is Looked After (LAC), The Coastal Federation will liaise with The Virtual School and the attached Social Worker to explore SEN needs and additional funding requirements.

### **HOW WILL I RAISE CONCERNS IF I NEED TO?**

- Talk to us – firstly contact your child's class teacher or Special Educational Needs and Disabilities Co-ordinator (SENDCo) or Head of School

- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

## **HOW WILL SCHOOL SUPPORT MY CHILD?**

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will plan and work with each child in their class with Special Educational Needs or Disabilities (SEND), to ensure that progress is made in every area.
- 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.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening or 'Drop-ins') to discuss your child's needs, support and progress. An appointment can also be made at other times should the need arise.
- For further information the SENDCos are available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCos reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENDCo who keeps them informed of all related matters.

## **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to complete tasks according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class. Differentiation could also be achieved with adult support or different expectations of outcome (work produced by pupils). On occasions work can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Other strategies that might be used by the teacher include visual timetables, writing frames & word banks, use of ICT, coloured overlays, peer buddy systems, positive behavior rewards.

## **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENDCo

and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

- We believe that a child's education should be a partnership between parents and teachers, therefore we aim to keep channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they will have a Pupil Passport (PP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the PP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an EHCP (Education Health Care Plan) or have a Statement of SEND, which means additional assessments and formal meetings involving other professionals, will take place to discuss your child's progress and reports will be written.

#### HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods.
- Children who are not making expected progress are picked up through review meetings with the Class teacher and SENDCo / Head of School. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings you will be informed.
- When the child's PP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target  the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

#### **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

##### WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, the Benjamin Foundation or the Behaviour Support Team.

##### HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site.

- Parents need to contact the school secretary if medication is recommended by Health Professionals to be taken during the school day and are required to complete a permission slip.
- On a day to day basis the Teaching Assistants generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

## **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

- 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 an Individual Behaviour Management Plan (IBMP) may be written in consultation with the child and Parents to identify the specific issues, put relevant support (which may include outside agencies) in place and set targets.
- After any behaviour incident we expect the child to reflect on their behavior with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the School Business Manager. Lateness and absence are recorded and reported to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

## **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have PPs (Pupil Passports) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children concerning school life.
- If your child has an EHCP (Educational Health Care Plan) or Statement of SEN their views will be sought before any review meetings.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Our SENDCo's are fully qualified and accredited. Including training on ADHD and yearly attendance at Norfolk SEN network conference.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - The Benjamin Foundation (Time4U and Parent Support Advisor); Behaviour Support; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; children's services including - social workers and Educational Psychologists.

## **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- All of our TAs have had training in delivering reading and spelling / phonics programmes.
- Dyslexia awareness and support training.
- ASD awareness and support training.
- STEPS training (behaviour management).

## **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

### **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The school's sites are wheelchair accessible with a disabled shower and toilet large enough to accommodate changing. The schools are all on one level with ramps at specified fire exits.

### **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting when they will meet and be paired with an older child if necessary. They will also be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in our feeder schools.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, North Walsham High School, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an EHCP (Education Health Care Plan) or Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

### **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?**

- We ensure that all children who have Special Educational needs have their needs met to the best of the school's ability with the funds available.
- We are part of the North Walsham Cluster through which we access our Educational Psychologist.
- From September 2018 we will now apply for additional funding through Norfolk's High Needs Funding System
- Within our Cluster we are able to share resources and training.
- The SEN Budget is used by the schools in delivering: support within class, interventions (both during the school day and outside hours), purchasing resources and training for staff.

## HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be involving on-going discussions with parents.

## HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on PPs and ensuring they are being met
- The child is making progress academically against national/age expected  levels and the gap is narrowing – they are catching up with their peers or  expected age levels.
- Verbal feedback from the teacher, parent and pupil.

## WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Duffield or Miss Peck our SENDCo's.
- For more general information please see Norfolk's Local SEND offer <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- Additional support for Parents/Carers can also be accessed here <https://www.norfolk.gov.uk/children-and-families/send-local-offer/care-support-and-advice/advice-and-support-for-parents-and-carers>

## WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Head of School Miss Dallimore (MIJS), Mr Hopkins (Bacton), or the SENDCo's Mrs Duffield (MIJS), Miss Peck (Bacton)
- Our SEND Governors are Julie Watts and Ed Maxfield for Mundesley Infant and Juniors and Jenni Rooke for Bacton Primary

### Policy approved by Governing Body on

Signed: _____ <b>Chair of Governors</b>	Date: _____
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