

SEN Information Report for Nelson Academy 2015-2016

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). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the draft SEN regulations which can be found **here**

www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations .

At the Nelson Academy we are committed to working together with all members of our school community. This local offer has been produced with 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:

Louise Ward – Principal – louise.ward@nelsonacademy.co.uk

Sarah Wilson – SENCO - sarah.wilson@nelsonacademy.co.uk

Melanie Wellard – Chair of Governors – mwellard@col-westanglia.ac.uk

Karla Short – SEN Governor – karla.short@nelsonacademy.co.uk

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by clicking **here** www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOs/Our-local-offer/index.html . Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact Sarah Wilson our SENCO on 01366 383824.

Our Approach To Teaching Learners With SEN

At the Nelson Academy we believe in participation for all. We have classes for children from Nursery age through to Year 6, and also an Autistic Spectrum Disorder Specialist Resource Base. 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 which is available on our web site by clicking **here** www.nelsonacademy.co.uk .

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. Our plan for 2015-16 will be available to view on our web site after October 2015 by clicking [here](http://www.nelsonacademy.co.uk) www.nelsonacademy.co.uk .

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 the Nelson Academy, we value:

Achieving Through Learning

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 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 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 school 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 learning. At the Nelson Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who 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 2015-16 shows that 16% of the children on the school roll are identified as having SEN, and 33% of those children have a Statement of Special Educational Needs/Education Health and Care Plan. Of the children identified as having Special Educational Needs

47% are identified as having SEN linked to Communication and Interaction

15% are identified as having SEN linked to Cognition and Learning

35% are identified as having SEN linked to Social, Emotional and Mental Health Difficulties

3% are identified as having SEN linked to Sensory and/or Physical Needs

Assessing SEN At Nelson Academy

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At the Nelson Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school we have access to various support; Family Support Officer, highly skilled staff working within the Autistic Spectrum Disorder Specialist Resource Base, ELKLAN Trained Teaching Assistant, and a high level of Teaching Assistants who provide in class support and small group tuition under the direction of the class teacher. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available **here** www.schools.norfolk.gov.uk/Pupil-needs/index.htm .

The Nelson Academy has also commissioned for 2015-16 support from:

Educational Psychology Service – 6 sessions a year

The Short Stay School for Norfolk (Behaviour Support) – As required

Across the school from Nursery to Year 6 (including the Autistic Spectrum Disorder Specialist Resource Base) we employ 4 Full Time and 26 Part Time Teaching Assistants who work in a variety of roles to mediate, reinforce and assess learning under the direction of class teachers. They also deliver the interventions in the provision map as co-ordinated by our SENCO.

What We Do To Support Learners With SEN At Nelson Academy

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 the Nelson Academy are proud of our teachers and their

development. The Teacher Standards are available **here** www.gov.uk/government/publications/teacher-standards .

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, 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. This 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 the Nelson Academy 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. A copy of our provision map is available by request from the SENCO.

At the Nelson Academy we share the provision map with our colleagues in the Downham Market 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.

Funding For SEN

The Nelson Academy receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The amount of funding we received for 2015-16 is £266,866 (which includes £100,000 for the Autistic Spectrum Disorder Specialist Resource Base and £39,656 for High Needs Top-Up Funding).

The Downham Market Cluster of schools also receives 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 Downham Market Cluster funding for 2015-16 is £187,996 of which the Nelson Academy received £44,116 of top up funding.

The Downham Market 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. If you would like any further information on SEN in

the Downham Market Cluster please contact our co-ordinator Claire Bunton cbunton4nr6@nsix.org.uk .

How Do We Find Out If This Support Is Effective?

Monitoring progress is an integral part of teaching and leadership within the Nelson Academy. 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 ensure that parents/carers and children are involved in each step. Before any 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 it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has a Statement of Special Educational Needs or an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Downham Market 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 are also part of the Downham Market Cluster moderation group so can ensure 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 the Nelson Academy in 2015-16 we are offering a range of additional clubs and activities. These can be found on our school web site available **here** www.nelsonacademy.co.uk .

All staff at the Nelson Academy have regular training on the Equality Act 2010. 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 210 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 click **here** www.gov.uk/equality-act-2010-guidance .

Preparing For The Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. The Nelson Academy 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 SEN. Moving classes will be discussed with you and your child at their summer term review meeting. 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

The Nelson Academy is our community 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 SEN.

Useful Links

www.norfolk.gov.uk/SEN

Parent Partnership

www.dfe.gov.uk