



0 – 25 PLAN NORRIS BANK PRIMARY SCHOOL

The School Information Report:



Norris Bank Primary School is a highly inclusive school where we are all learning and growing together to create the best learning environment possible.

This is our School Information report to describe support and processes for pupils with SEND. This is described through our answers to a series of FAQs.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

a) How does the school identify children with special educational needs?

- We are given information from previous settings
- We use on going teacher assessments
- We use screening programmes
- Teachers are constantly assessing and reviewing children's learning and liaising with our Special Education Needs and Disability Co-coordinator (SENDSCO)

b) How will I be able to raise any concerns I may have?

- We have an open door policy which will enable you to talk at ease with your child's teacher and be able to discuss your child's attainment, progress and wellbeing
- Concerns can be raised at our termly parent's evenings or at any point when you feel worried
- Through your child's teacher you will be able to make an appointment to speak to our Special Educational Needs and Disability Co-ordinator (SENDSCO)
- Appointments can be made either by phone, email or face to face

2. How will my child be supported if I am worried they have SEN but have no diagnosis or support plan?

- As a Stockport school we follow the LA 'Entitlement framework'. This document will help teachers and school leaders to further improve how they support children and young people with Special Educational Needs and Disabilities and help parents to understand how the needs of their children should be met.

https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb_eXkRM

- Children can also be supported with an Individual Education Plan (IEP) which records the areas of concern and the strategies and interventions that will be tried within the classroom and at home. Review meetings with children on an IEP occur three times a

year. An IEP must run for at least three cycles of planning, implementing and review before other options can be considered.

3. How will the school staff support my child if they have an EHCP?

a) Who will oversee and plan the education programme and who will be working with my child and how often?

- EHCP plans are written by a variety of professionals depending on the needs of your child. All plans are overseen by the Special Educational Needs Co-ordinator (SENCO) and supported by the class teacher and relevant support staff to ensure the delivery of them
- Children with very specific needs may have a learning support assistant who will work directly with your child and follow the requirements and recommendations within their Education Health Care plan (EHCP)
- Our SENDCO organises one formal meeting with parents of EHCP children once a year and a more informal one at the end of the year to assist transition and continuity into the next academic year

b) Who will explain this to me?

- Both our SENDCO and Class teacher will discuss and explain your child's plan and future action

c) How are the school governors involved; and what are their responsibilities?

- The school has a designated SEND governor who oversees progress and provision
- A yearly review and analysis of progress is undertaken by the SEND governor and a report provided to the Governing body

d) How does the school know how effective its arrangements for children and young people with special educational needs are?

- Through a variety of constant evaluations we are able to monitor the impact of the provision provided for S.E.N children

4. How will the school curriculum be matched to my child's needs?

a) What are the school's approaches to differentiation? How will that help my child?

- The adaptations of the curriculum are guided by the recommendations within your child's plan. This will enable your child to access all areas of the curriculum at the appropriate level for them

5. How will both you and I know how my child is doing and how will you help me to support my child's learning?

a) In addition to the normal reporting arrangements what opportunities will there be for me to discuss my child's progress with staff?

- There are a variety of meetings that you will attend. These include formal yearly SEND reviews, termly parent/teacher meetings and outside professional agencies that may need to meet with you

b) How does the school know how well my child is doing?

- Through continual assessments by your child's class teacher, learning support assistants and outside agencies the school is able to track the progress of your child

c) How will I know what progress my child should be making?

- This will be explained to you when attending the meetings

d) What opportunities will there be for regular contact about things that have happened at school?

- If appropriate home school diaries are set up for every day communication, face to face conversation or phone calls will also be made

e) How will you explain to me how my child's learning is planned and how I can support this outside of school?

- You will be involved fully with the planning of your child's support programme and will receive guidance and support as to what activities to undertake at home during the meetings that you attend. All discussions follow a collaborative approach to ensure the best outcomes for your child

f) Do you offer any parent training or learning events?

- Our outside professionals always, where required, provide training and advise for you and we will always signpost you to further learning opportunities and support

6. What support will there be for my child's overall well-being?

a) What are the pastoral, medical and social support available in school for children with SEND?

- This is provided by the class teacher in the first instance. As a restorative school 'Circles' are undertaken at least weekly to support and guide children. As well as provide them with strategies and tools to develop their resilience and mental health.
- We also have a mental health first aider on site who can again provide advice and guidance to our children
- Our ELSA (emotional literacy support assistant) can also run weekly sessions to support any children who is struggling with an issue such as a family breakdown, stress, bereavement, anxiety etc.
- We run a 'Time to unwind club' over a lunchtime which again provides children with the opportunity to speak to a designated adult and receive advice and guidance.
- Our highly skilled learning support assistants are also experienced in supporting children with SEND

- We may also access support from the school nurse or from the Inclusion service as appropriate

b) How does the school manage the administration of medicines?

- We have dedicated and named first aiders throughout the school and we have termly review meetings about medical issues. Children who require regular medication are supervised closely and we liaise regularly with the school nurse and with parents

c) What support is there for behaviour, avoiding exclusions and increasing attendance?

- Referrals to our Inclusion team will be undertaken to seek advice and support from their team of behaviour mentors. These individuals come into school and help support and train staff with behaviour techniques to support your child and provide strategies to put in place to avoid exclusions; for example a 'My Plan' or Individual behaviour Plan (IBP)

d) How will my child be able to contribute to his or her views?

- Through the Person Centred Annual reviews the child has an opportunity to contribute to their plan and is invited to self-assess their own progress and attainment
- In addition a one page profile is also produced to ensure an overview of your children strengths, needs and triggers is devised so all staff are consistent in their approach when working with your child.

7. What specialist services and expertise are available at or accessed by the school?

a) What services does the setting access including health, therapy and social care services?

- As a Stockport school we are part of the Heaton's and Reddish Inclusion services footprint. This means we are able to approach our inclusion lead Andrew Earl and request additional advice and guidance from our allocated Cognition and learning teacher, social and emotional mental health teachers as well as our Primary Jigsaw contact. In addition our inclusion team also provides access to additional resources which may be needed to support particular children:
 - ❖ Psychology
 - ❖ Autism
 - ❖ Complex needs
 - ❖ Restorative approaches, training
 - ❖ Behaviour mentors
 - ❖ SENDCO support
 - ❖ SEMH inclusion advice
- School Nurse
- Physiotherapy
- Education Psychologist Service
- Speech and Language Therapy

- Occupational Therapy
- Social Services
- Virtual School Looked After Children Service
- Team around the school which includes someone from education welfare, a named social worker and a school age plus worker

7. What training are the staff supporting children and young people with SEND had or are having?

- In school training and support
- External training provided by the above agencies

8. How will my child be included in activities outside the classroom including school trips?

a) Will my child be able to access all the activities of the school and how will you assist him or her to do this?

- All children are included in school activities outside the classroom with school providing extra support where necessary. Activities will be differentiated and reasonable adjustments made to ensure that children can access the opportunities provided to the best of their ability. Parents are involved in all of the process and an agreed overview and risk assessment undertaken.

b) How do you involve parent carers in planning activities and trips?

- Previous to these activities we invite parents into school to discuss the trip and any reasonable adjustments which may need to be made to support them. An agreed plan and risk assessment is then drawn up.

9. How accessible is the school environment?

a) Is the building fully wheelchair accessible?

- The school is fully wheelchair accessible

b) Are there disabled changing and toilet facilities?

- There are 2 disabled toilet facilities in the school one of which is equipped with a pull down changing mat
- In addition we also have a hygiene room which includes shower facilities and a changing bed

c) How does the school communicate with parent carers whose first language is not English?

- We are supported by the local authority who provide interpreters and can translate any letters and documents
- We also use our staff to support in this as well

d) How will equipment and facilities to support children and young people with special educational needs be secured?

- Our outside agencies recommend and source equipment to support your child

10. How will the school prepare and support my child to join the setting, transfer to a new school or the next stage of education and life?

a) What preparation will there be for both the school and my child before he or she joins the school?

- We liaise with your child's nursery where we visit and observe them in-situ and also meet their Key worker SENDCO
- We have transition meetings
- We have 1:1 meetings between parents and teachers
- All documentation is passed up to us to ensure smooth transition and continuity
- There are lots of opportunities for your child to visit the school
- At the start of reception children are invited in on a half day basis to ensure a calm and careful transition before building up to full time
- At the beginning of your child's career at Norris Bank you and your child will have an opportunity to meet with the Head Teacher, their class teacher and SENDCO. We use a person centred review technique to find out further about your child's needs

b) How will he or she be prepared to move onto the next stage?

- We oversee extra visits to the new setting e.g. extra visits to Priestnall
- Meetings are arranged in which teachers from the other setting are able to receive information and observe your child
- A team around the school meeting will be held in the summer term to discuss all children going to Priestnall

c) What information will be provided to his or her new school?

- Relevant documentation will be provided including a One Page Profile and your child's Education Health and Care Plan.

d) What information is passed onto my child's next teacher?

- Teacher transition meetings are set up to discuss your child's specific needs, assessments and attainments
- Introduction and transition times will be planned
- The SENDCO arranges meetings with the parents, their current and their future teacher

11. How are the school's resources allocated and matched to children's special educational needs?

a) How is the school's special educational needs budget allocated?

- The allocation of the budget is dictated by the advice given to the school by the local authority

12. How is the decision made about what type and how much support my child will receive?

a) Documentation from the Local Authority will evidence your child's attainment and needs and they will make the decision on how much support your child will require. This is then fed back to parents and also to the school who will implement the recommendations.

13. Who can I contact for further information?

a) Who would be my first point of contact if I want to discuss something about my child?

- Your child's Class Teacher

b) Who else has a role in my child's education?

- SENDCO
- Phase leaders are a member of the senior leadership team responsible for specific year groups across school
- Teaching Assistants and Learning Support Assistants
- Deputy Head Teacher
- Head Teacher
- Governor with the responsibility for SENDCO

c) Who can I talk to if I am worried?

- Initial worries need to be discussed with your child's class teacher in the first instance
- Further concerns should be raised with the SENDCO and then phase leader before contacting the Head Teacher

d) Who should I contact if I am considering whether my child should join the school?

- The Head Teacher and the school admission team at Stockport council

e) Who is the SENDCO Coordinator and how can I contact them?

- Mrs Joanne Sheldon via a phone call to the school office or via her email which is available on the school website