

SEND Information Report/Policy for Neatishead Salhouse and Fleggburgh Federation Church of England Schools 2020 - 2021

Part of the Norfolk Local Offer for Learners with SEND



Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEND.) 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 SEND. The information published must be updated annually. Incorporated into this report is our SEND policy which identifies our values, vision and aims. We identify who is consulted, the roles and responsibilities of those involved and how we monitor and evaluate progress.

We are committed to working together with all members of our school communities. The 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:



Head Teacher – Ms Julie Church



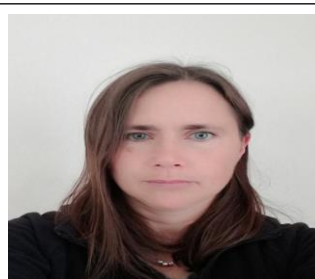
Chair of Governors-
Mrs Jane Gay



SENDCO – Ms Sandie Robinson



Michael Garwood
SEND Governor



Vice Chair
Parent Governor
Laura Jarvis

If you would like more information about the Norfolk Local Offer, please look at the Norfolk County Council website by clicking [here](#)

Our approach to teaching learners with SEND

We believe in participation 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 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 at each of the schools.

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.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND 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.”

This link takes you to a guide for parents and carers explaining the SEND code of practice: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

If you want to read more SEND code of practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Every teacher is expected to teach at a range of levels that reflect the pupils' range of interest and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEND, our job is to offer them something “extra” that is ‘additional to or different from’ the normal differentiated curriculum. Any “extra” provision or intervention is designed 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 distracts them from learning. At Salhouse,

Neatishead and Fleggburgh schools 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 SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

At Salhouse, Neatishead and Fleggburgh schools we are committed to ensuring that all learners have access to learning opportunities. For those who are at risk of not learning, the school has a responsibility to support via a range of interventions.

The broad areas of need come under the four headings of: communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs. Staff will already be aware of some of these difficulties when the pupil first arrives at the school. In other instances, teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, which is intended to overcome the barrier to their learning.

The four categories of Special Educational Need and Disabilities

1. Communication and interaction

This can mean that a child has a speech, language and communication need (SLCN) i.e. they have difficulty in making themselves understood or in understanding the meaning of some or much of what they hear or read. This may result in problems taking part in conversations. Some children may have an Autism Spectrum Disorder (ASD) which could result in difficulties related to making sense of the world, imagination, distraction or distress from certain events, change in routines, coordination or motor (physical movement) functions.

2. Cognition and learning

Children with learning needs will learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Poor behaviour can result from learning needs.

3. Social, emotional and mental health difficulties

Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn or isolated or challenging, disruptive or disturbing behaviour. Unusual mood, conduct (behaviour) and medically unexplained physical symptoms can be indicators of a mental health need. Some children may have a diagnosis of a recognised disorder.

4. Sensory and/or physical needs

Many children can have their sensory and/or physical needs met through adaptations to the curriculum, teaching activities or physical environment under the guidance of the

Equality Act 2010. Some learners will require special educational provision; this is identified as a SEN under the guidance of the SEN Code of Practice (2014)

Assessing SEND at our schools

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 (SENDCo) will also give support to the identification of barriers to learning. We have a range of assessment tools available in school. If as a result of these assessments, it is decided that your child requires additional support, then you will be informed by your class teacher that your child is on the SEND register. This is so their support and progress can be monitored.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services and these may be commissioned from the school budget. We have access to services provided by Norfolk County Council, such as the ASD Specialist Support Assistant Team, the Child and Adolescent Mental Health service and the attendance officer, Access through Technology, Virtual School for Sensory support, Specialist Resource Bases (SRB), children's therapy teams: speech and language, occupational physiotherapy and the school nurse. Under special circumstances we may commission the services of an educational psychologist

At all stages of the assessment we will be in contact with the parents/carers of the pupil in addition to talking to the pupils themselves.

What we do to support learners with SEND at our schools

Every teacher is required to adapt their classroom, teaching and resources to help children with SEND make the best progress they can. To enable this to happen, Senior Leadership Team and the SENDCO, support teachers and provide advice and training. The Teacher Standards 2012 (available on the gov.uk website) detail the expectations on all teachers, and we are proud of our teachers and their development. In addition to our teachers we have dedicated Teaching Assistants (TAs) who hold a variety of qualifications, and staff attend courses throughout the year to keep up to date with current thinking and new approaches.

Our Teachers use various teaching strategies to help children with SEND join in whole class activities. These are whole class approaches that are available to all, not just to children on the SEND register. Here are some examples:

- Visual timetables
- First and Then boards
- Writing frames
- Positive reward systems
- iPads, laptops or other alternative recording devices
- Sensory cushions, weighted blankets
- Use of coloured overlays
- Writing slopes and pencil grips
- Peer support

- Access to a range of resources to support independent learning, such as counting apparatus, Numicon, visual prompts, keyword lists
- Distraction free working areas

Each learner identified as having SEND, 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 it does not detail the individual learner names, describes the interventions and actions that we undertake at our schools to support learners with SEND across the year groups. This provision map is available on our websites.

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 and check that it makes a difference to the progress of children with SEND.

We are committed to ensuring the well-being of all our SEND pupils. This includes having an awareness of mental health issues and ensuring bullying does not occur. Once a week an assembly takes place in which children are given the opportunity to celebrate personal achievement. 'Circle assemblies' are sometimes used to discuss pupil concerns/opinions in relation to a specific topic.

The Thrive Approach has been in place since September 2016. There are four trained practitioners on the staff. We use the Boxall Profile and the Leuven Scale to assess the Children's emotional well-being, and if appropriate, will then offer individual and group programmes.

The World Health Organisation 2008 defined mental health as 'a state of wellbeing in which individuals realise his or her abilities, can cope with the normal stresses of life'. The schools recognise that appropriate early intervention is vital. Any staff concerns are raised and discussed with parents/carers at the earliest possible opportunity. The Head teacher initiates further support, with consent from parents/carers. The Family Support Process' (FSP) is a service to support young people and families with emerging or additional needs. Advice may also be sought through Norfolk CAMHS (Child and Mental Health Services).

Funding for SEND

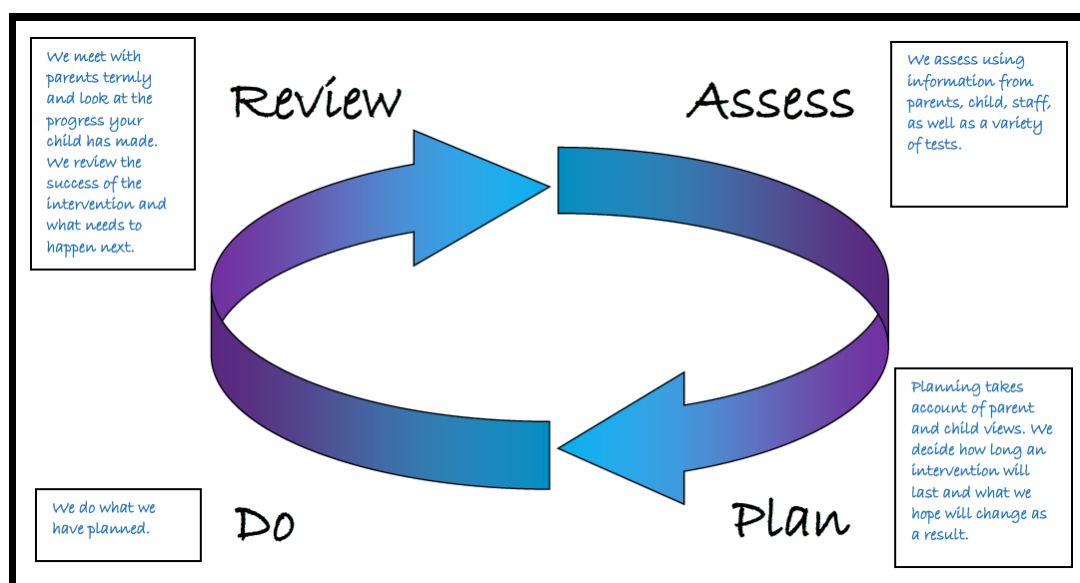
Our schools receive funding directly to the school from the Local Authority to support the needs of learners with SEND. (called the SEND Memorandum)

A link can be found here:

<http://efs.norfolk.gov.uk/BudgetShare/pdf/17/SENMemorandum/0021.pdf>

How do we find out if this support is effective?

We use an 'assess, plan, do review' cycle which is explained in this diagram.



Monitoring progress is an integral part of teaching and leadership within our schools. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. 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 SENDCo, teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline, where possible, will also be recorded, which can be used to compare the impact of the provision. This will be put into a learning plan.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress, in a meeting once a term to discuss your child's learning plan. This is where we discuss progress and next steps. A small number of children (about 3.9% of the school population nationally) may need something called an Education Health and Care Plan (EHCP). The same procedures may take place, but will also be formally reviewed annually or earlier if the outcome/outcomes have been achieved.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and Governors, through regular pupil progress meetings. Our schools' 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 our schools we offer a range of additional clubs and activities, which can be found on our schools' web pages or by contacting the school secretaries. We are committed to

making reasonable adjustments to ensure participation for all, so please contact our head teacher or SENDCo to discuss specific requirements.

Equality for all

All staff work within 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 2010 definition of disability is:

"A person (P) has a disability if:

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities." 2 Chapter 1PartSection 6(1)

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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please [click here](#).

Preparing for the next step

Transition is a part of life for all learners. This can be transition from a nursery, to a new class in school, having a new teacher, or moving on to another school. Salhouse Neatishead and Fleggburgh schools are 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. Moving classes will be discussed with parents and child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5 for children with an EHCP, to ensure time for planning and preparation.

Have your say

This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. If you would like to help with this, please contact your school. We welcome your involvement in the process for next year's report.

If you have a complaint

In the first instance please contact the class teacher. If you need to speak to someone else, then the SENDCo is the next person to contact, followed by the Head and then the SEND Governor.

Useful links

<https://www.norfolk.gov.uk/SEND>

Parent Partnership

<https://www.norfolksendpartnershiass.org.uk>

<https://www.gov.uk/government/organisations/department-for-education>