



*“The purpose of education for all children is the same. The goals are the same but the help that individual children need in progressing towards them will be different.” (Warnock)*

1. Introduction
2. Aims
3. How we identify SEND
4. Definitions of SEND categories
5. Assessing SEND
6. People who support our children
7. Support available to our children
8. How we discover if this support is effective.
9. Supporting transitions
10. How we support parents
11. Our SEN profile
12. Funding information
13. Finally....

## 1. Introduction

Welcome to Horsford C of E VA Primary School’s SEN Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND).

This information is updated annually in line with the regulations set out in the SEND Code of Practice 2015.

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

If you have any specific questions about the **Norfolk Local Offer** please go to:

<http://www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOs/Our-local-offer/index.htm>

At Horsford C of E VA Primary School we work together with everyone in our school community. This information report 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 report, so please contact us if you have any comments.

The best people to contact from September 2023 (via the school office) are:

Mrs Carin Pratt – School SENDCo

Mrs Alice Ndiaye – SEND governor for the Nebula Federation

Mrs Jenni Porter – Executive Deputy in charge of SEND across the Nebula Federation

## 2. Aims

- To ensure that all children have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual’s needs and ability
- To be sensitive towards the needs of a child with additional needs and provide them with an environment which promotes self-esteem and encourages respect, both for themselves and others, where they can develop their true potential
- To ensure the identification of all children requiring additional needs provision as early as possible during their time at the school
- To ensure that children with additional needs take as full a part as possible in all school activities
- To ensure that the parents of children with additional needs are kept fully informed of their child’s progress and attainment
- To ensure that children with additional needs are involved, where practicable, in decisions affecting their future educational provision

### 3. How we Identify SEND.

At different periods during a child or young person's time in education, they might be identified as having a Special Education Need. The Code of Practice describes SEND as:

*“A child or young person has a 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:*

*have a significantly greater difficulty in learning than the majority of others of the same age:  
or 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.”*

We define a child with special educational needs as one who has needs which are **additional to** or **different from** the educational provision made generally for children of their age in our schools. These difficulties may be of long-term or short-term duration and may occur at any time during a child's time at school.

Children can struggle to make progress for many reasons. They may have been absent from school, they may have attended many schools and not had a consistent opportunity for learning. Others may have EAL (English as an additional language) or may be worried or concerned about other issues, such as home life, that might distract them from their learning.

The route to identifying a child's SEND normally follows the process below.

- Concern raised by parent / carer, or the class teacher.
- Conversation between school and parents / carers takes place.
- A Graduated Response to the concern will begin. This requires two cycles of Assess, Plan, Do, Review.
- In consultation with the SENDCo, a plan will be drawn up. This may involve a diagnostic assessment leading to a structured intervention or a referral to external professionals, such as a Educational Psychologist.
- The plan is established and reviewed regularly.

If a child is identified as having SEND we will provide provision what is '**additional to**' or '**different from**' the differentiated curriculum to help overcome the barrier to their learning.

### 4. Definitions of SEND categories.

The SEND Code of Practice 2015 identifies four broad areas of need. It states:

*“The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.”*

#### **Cognition and Learning needs include:**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Communication and Interaction include:**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have a difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is

different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autistic spectrum disorders (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Social, emotional and mental health difficulties include:**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs:**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Provision at Horsford C of E VA Primary school is made to support all pupils' needs; they do not need to have an EHCP for this to happen. This provision is overseen by the SENDCo.

## **5. Assessing SEND.**

We follow the Graduated Response of Assess, Plan, Do Review as outlined in the SEND Code of Practice 2015.

- I. Class teacher, with the support of the SENDCo, identifies the child's needs which are '**in addition to or different from**' and they make provision within the classroom to support the child.
- II. Where additional provision did not have the desired impact, the class teacher will raise the pupil as a concern with the SENDCo.
- III. A Individual Education Plan (IEP) will be started to support the pupil's needs and interventions put in place. The parents will be contacted and involved in the plan.
- IV. If the child still continues to need additional support then they may be placed on the Special Educational Needs and Disability Register. Parents will be involved in this process.
- V. All pupils on the SEND register will be discussed regularly with the SENDCo at the half termly pupil progress meetings.
- VI. If it is felt that further information is needed about the pupil's needs and barriers then assessment from an external agency may be sought with parents' consent.
- VII. In some cases, where provision is needed above that which the school can support, an Education Health Care Plan may be sought after gathering advice from external agencies.

Where a child has an Education Health and Care Plan (EHCP), there will be an annual review held in addition to the termly meetings. The annual review takes into account the views of the child, their parent or carer, and all other professionals involved with the child.

In the academic year 2022/2023 we had access to the following assessment tools:

The Boxhall Profile, Salford Reading Test, Catch Up Literacy assessment, Catch Up Numeracy assessment, Meers Irlen visual stress test, GL Single word reading test, GL Single word spelling test, Phonological Assessment Battery, Wellcomm, Lucid Rapid Dyslexia Screener, Talk Boost. These assessments will continue to be available in the new academic year.

In the academic year 2022-23 we accessed advice from other professionals including: Educational Psychologists, Occupational Therapists. School to School support, Speech and Language Therapists, Specialist SEMH therapist, CAMHS and partner focus officers. This will continue into the new academic year.

## 6. People who support our children

People who support the children in our school.	Their role and responsibilities
<b>Class Teacher</b>	Teaching and supporting your child on a day to day basis. Ensuring the well-being of all pupils in the class is nurtured and any concerns are discussed with parents and other members of staff as appropriate.
<b>Teaching Assistants</b>	Supporting your children within the class and working with individual children and small groups under the planning and direction of the class teacher. Ensuring the well-being of all the pupils in the class is nurtured and any concerns are discussed with the class teacher.
<b>Special Educational Needs and Disabilities Co-ordinator (SENDCo)</b> Mrs Carin Pratt	Ensuring that individual children are assessed to identify specific learning needs or barriers to learning. Carrying out baseline assessments and using this information to accurately identify areas of need. Ensuring all members of staff working with your child in school are aware of your child's individual needs and or conditions and what they need to enable them to learn and make progress. Ensuring all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists. Ensuring you are listened to carefully and your concerns taken seriously, you are involved in supporting your child's learning and you are kept informed of the progress your child is making. Ensuring annual review meetings are held within the time parameters. Liaising with all the other people who might contribute to and support your child's learning, eg Educational Psychologists.
<b>Head of Schools</b> Mrs Tanya Kirton (Mill Lane) Miss Kirsty Anatola (Holt Road)	The day to day leadership and management of all aspects of the school. Ensuring that the Governing Body is kept up to date about any issues arising in school.
<b>Executive Deputy for SEND</b> Mrs Jenni Porter	Ensuring the Governing Body is kept up to date about any issues arising in school and overseeing the quality of SEND support across all Nebula schools.
<b>Governing Body</b> SEND Governor – Mrs Alice Ndiaye	Making sure the school has an up to date SEND policy. Making sure the school had appropriate provision and has made necessary adaptations to meet the needs of all children in the school. Making visits to understand and monitor the support given to children within the school and being part of the process to ensure your child achieves their potential.

In addition to the above support, we also commission services from Norfolk County Council which gives us access to an Educational Psychologist and a Specialist Learning Support Teacher. Children will get support that is specific to their individual needs, this may be provided by external agencies such as Speech and Language Therapists. All interventions are carefully co-ordinated and delivered throughout the day to minimise the impact on classroom learning.

## **7. Support available to our children**

At Horsford C of E VA Primary school we take an inclusive approach to teaching children with SEND. The SEN Code of Practice 2015 states that all teachers are teachers of children with SEN. Reasonable adjustments are made through well planned and structured lessons, adapting teaching to respond to the strengths and needs of the pupils so that all pupils can access the curriculum.

We do this through:

- Quality First Teaching where the teacher has the highest expectations for your child and all pupils in their class. Your child will be in mixed ability classes for many subjects, some are taught by ability.
- Differentiated lessons to enable a broad and balanced curriculum whatever your child's needs.
- All teachers use a range of strategies to ensure the school day is accessed, these may include having a visual timetable, implementing positive reward systems, using writing frames, Ipads etc.
- Individual learning support plans outline the support and provision your child may require within the classroom environment. Where the need is high and a highly individualised learning programme is needed the school may employ a 1-1 support for pupils. These pupils are planned for by the teacher and receive Quality First Teaching within the classroom, supported by their 1-1. All additional support, in addition to or different from that which is provided as part of Quality First Teaching, is recorded on the school's provision map which the SENDCo updates as a working document.
- Teaching assistants are deployed to provide maximum support for the children who require some support within lessons.
- Referrals are made for additional provision, such as occupational therapy, access through technology, speech and language therapists and educational psychologists. We work closely with EPSS and other professionals to receive timely and professional support for the pupils. We always seek your agreement before referring your child.
- We believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Details about after school clubs are available from the school offices.

## **8. How we discover if this support is effective.**

Monitoring the SEND support and provision is key to ensuring the children make good progress throughout their time at Horsford C of E VA Primary School. The SENDCo consistently monitors the provision for all children with SEND by following the 'Assess, Plan, Do, Review' model taken from The Code of Practice 2015.

Furthermore, once every half term there is a Pupil Progress Meeting, which gives the class teacher an opportunity to discuss any child with SEND or any child raising concern of having SEND.

In addition to this, parents/carers and children are involved in the Learning Support Plan process, which is evaluated and reviewed every half term. These allow us to evaluate the impact that the additional support is having for learners with SEND and identify what is working effectively.

Moreover, each intervention programme that is run is recorded, with progress noted and dated and evaluated. Baseline assessments are used to compare the impact of the provision. This information is monitored by the SENDCo who identifies interventions that have worked effectively and those that have not.

Progress data of all learners is collected and assessed by the teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

Parents receive details about their child's progress at Annual Reviews (if they have a EHCP), Assertive Mentoring meetings and through their school reports.

## **9. Supporting transitions.**

Transition is part of life for every learner. However, sometimes those children with SEND may find it a little more difficult than others. That is why it is important that transition is made as smooth as possible for learners with SEND.

As a split site Primary School, we know how important the transition phase is for children. That is why the communication we have between the Pre Schools, SENDCos and High Schools is so important. Our SENDCo/Heads of

Schools visit both of our main feeder settings to discuss the transition of all their children with SEND. Extra visits can also be organised so the children feel comfortable and familiar with the school before the change in September.

Our SENDCo meets with the local High School SENDCOs to discuss the transition arrangements for SEND children and arrange extra visits as necessary, accompanied by a Teaching Assistant. For children with EHCP, transition to secondary school will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Extra transition visits can be arranged in the summer term for children as appropriate.

Time is also given for class teachers to discuss those children moving into their class who are already in the school, allowing support and provision to smoothly continue with them as they make their way through the school.

Any parents/carers who have concerns about their child's transition are always welcome to come and discuss this with the SENDCo by ringing the school.

## **10. How we support parents**

We feel it is essential to work in partnership with parents to achieve the best outcomes for their child and we offer the following support:

- Access to the Norfolk Local Offer – <http://www.norfolk.gov.uk/sen>
- Each half term we hold drop in sessions in a range of locations and at a variety of times within the Nebula Federation where you can chat with the SEND Executive Deputy, and / or the Pastoral Manager.

## **11. Our SEND profile.**

Our SEND profile as of September 2023 shows that we have 16.12% of children identified as having SEND. This is compared to the National figure of 12.6% and the Norfolk figure which is 13.6%

2.63 of children have an EHCP

13.48% of children on School Support

0% of children in EYFS

22.68% of children in KS1

17.64% of children in KS2

7.33% of children are identified as having SEND linked to Cognition and Learning.

3.51% of children are identified as having SEND linked to Communication and Interaction

0.58% of children are identified as having SEND linked to Physical and Sensory.

2.98% of children are identified as having SEND linked to Social, Emotional and mental health.

1.75% of children are identified as having SEND linked to Speech, Language and Communication needs

## **12. Funding information.**

Horsford C of E VA Primary School receives funding directly to the school from the Local Authority to meet the needs of the learners with SEND. This is described in the SEND Memorandum. The amount of funding we are budgeted to receive for the financial year 2023-24 is £158755. This is made up from £74,327 notional SEND funding from the LEA and £84,428 Top-Up funding.

Since September 2018 'Top-up' funding is no longer devolved to Clusters but is now issued by the Local Authority after assessing applications from schools. A decision as to whether additional funding is granted is made by a panel.

## **13. Finally.**

Horsford C of E VA Primary School is an inclusive community that aims to support and welcome pupils with or without SEND. We aim to provide all pupils with SEND the same opportunities as others at school. If a parent or carer is unhappy with any aspect of his / her child's SEND provision they should speak to their child's class teacher in the first instance. To resolve the situation as quickly as possible we will follow the process set out in our school's complaints procedure.

Report reviewed: September 2023

Next review: September 2024