

Saxlingham Nethergate CEVC Primary School

SEND Information Report December 2023



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Our vision: Living Life to the Full

Taking inspiration from John 10:10, our vision is to support our pupils in 'living life to the full' by opening them up to a world of opportunities and nurturing a love of learning so that they will be inspired to fulfil their true potentials, both now and in the future.

This means that:

- We will offer a welcoming and inclusive church school community, where every individual feels valued and respectful relationships are promoted through our 3 school rules: be kind and respectful; be safe; be the best you can be;
- We will provide a rich, creative and inspiring curriculum, which promotes high academic standards and encourages individuals to ask and answer questions;
- We value our connection to our environment and promote an ethos of stewardship;
- We will uphold Christian values and take a responsive approach to meeting children's needs so that every individual will develop empathy and understanding for others and value opportunities for personal reflection and spiritual growth;
- We will ensure that children have a strong identity within their local, national and global communities, and that they understand the power of learning and working collaboratively.





Aims

We aim to:

- To support children with Special Educational Needs and/or Disabilities (SEND) at Saxlingham Nethergate Primary School and enable full access to education, making any reasonable adjustment necessary in order to do so.
- To place children at the centre of our planning and involve them and their families in discussions about the support they need; we value their knowledge and take note of their feedback.
- To work with professional colleagues and experts effectively to ensure provision for individuals is appropriate to their needs

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

Who has responsibility for Children with SEND?

SENCo
Zoe Ladbrooke



Executive
Headteacher
Matt Walker



SEND Governor
Anne Fry



Class Teachers

All of these individuals can be contacted via the School Office
01508 499271 or officepreston@tasvalley.org.uk

The SENCO will:

- Work with the Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND.
- Provide guidance to colleagues and work with parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Executive Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.
- Work with the Executive Headteacher to produce a costed provision map and complete other required documents, e.g. IPSEF and INDES.



SENCo
Zoe Ladbrooke

The Executive Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Work with the SENCO to produce a costed provision map and complete other required documents, e.g. IPSEF and INDES.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.



Executive
Headteacher
Matt Walker

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Executive Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.



SEND Governor
Anne Fry

Class Teachers will:



Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Building in the interventions and advice stated in child specific Education Health Care Plans and maintaining records of this support for children in their class.
- Maintaining and reviewing pupil specific IPLANs and targets as needed for children in their class.
- Working with colleagues to maintaining INDES forms for all children on the SEND register.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

What is SEND?

How do we define SEND? 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 to help access the curriculum. **This could be different from, or additional to, the provision for other children in the class.**

At Saxlingham Nethergate Primary School children are identified as having SEND through a variety of ways including:

- liaison with nurseries/previous schools;
- EYFS assessment;
- conversations between staff and parents where concerns are raised over: academic progress; lack of progress in personal, social or emotional development; observations of physical or sensory difficulties; patterns of behaviour; discrepancies between apparent potential and actual performance;
- formal assessments - which are made at least termly and collated to track progress;
- informal assessments - which take place within lessons and may give rise to concerns;.
- liaison with external agencies;
- health diagnosis by paediatrician.

At Saxlingham Nethergate CE VC Primary School, the overall percentage of children in the school on our SEND register as a result of a Special Educational Need is 21.9%.

Within our school, 3 pupils currently have an EHCP (4.7%).

What should parents do if they think their child may have special educational needs?

Before a Special Educational Need has been identified, the school may have made different or additional provision for a child in order to address possible temporary barriers, trial strategies and enable inclusion.

Children on the SEND register are those for whom more formal, routine and sustained provision must be made.

When barriers are overcome, a child may be removed from the SEND register.

If a parent thinks their child has a special educational need, their first step should be to talk to their child's class teacher. They could also discuss concerns with the SENCO or Executive Headteacher.

How is the decision made about how much individual support pupils will receive?

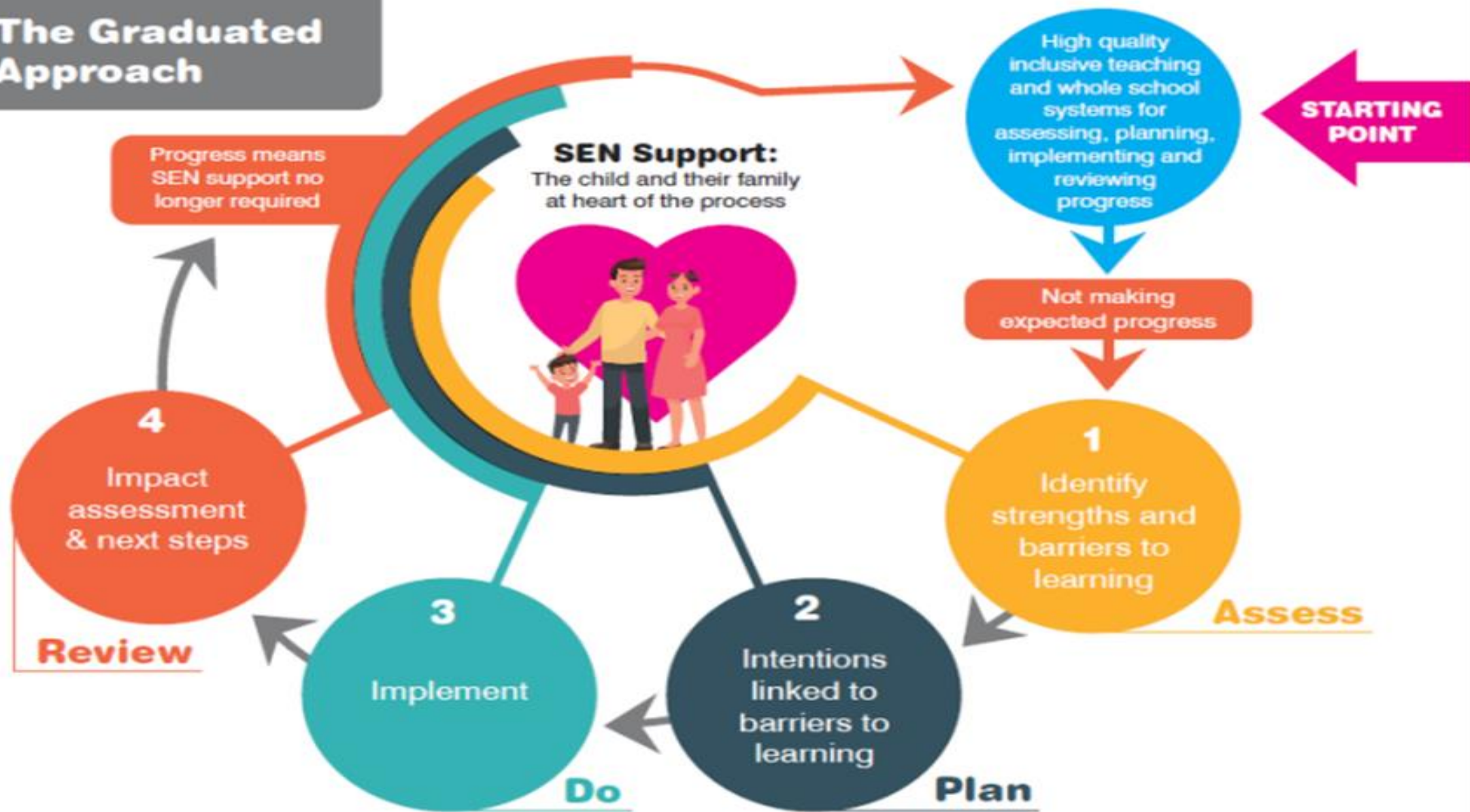
- Individuals are identified for support following the process above.
- Decisions about the level of support to be provided are based on the identified barriers to learning.
- In all cases, Quality First Teaching is our main priority; we aim for children to be fully included in class work with reasonable adjustments made to accommodate this. Such adjustments may be necessary in terms of resources and equipment; learning materials; level of objectives; expectations of length of focus or amount of work produced; individual or small group support etc.
- When a specific barrier to learning is identified that could be reduced or removed by an intervention programme delivered by support staff outside of the classroom, plans are put into place for this to happen for a defined period of time.
- If a child's progress slows or they are not meeting age-related expectations, the class teacher, in discussion with the SENCO/Executive Headteacher, decides whether additional support is needed for the individual and this is discussed with the parents
- Discussions about individual's progress are held with the class teacher/SENCO/Executive Headteacher.
- Parents are consulted throughout the transition process if their child has been identified as having a special educational need prior to joining the school and therefore needs additional support.
- The school may seek guidance or advice about the type and level of support needed from other professionals or agencies.

How does the school support pupils with SEND?



- Support is overseen by the SENCO.
- Support is provided on a Plan/ Do/ Assess/ Review cycle; this means that interventions are put into place for a defined time and decisions about whether they should continue or change are based on evidence of impact.
- IPLANs are written in consultation with the child, class teacher, SENCO and parents. The forms are working documents that are easily accessible to staff and children at all times during school hours and are regularly reviewed and updated.
- Advice may be provided to parents about how they can support their child at home.
- As stated above, Quality First Teaching is our main priority; we aim for children to be fully included in class work with appropriate modifications made to accommodate this. Such modifications may be necessary in terms of resources and equipment; learning materials; level of objectives; expectations of length of focus or amount of work produced; individual or small group support, etc.
- Individual and small group support outside of the classroom will be provided by teaching assistants and monitored by the class teacher and SENCO.

The Graduated Approach



How does the school support pupils with SEND?

- Parents are invited to review IPLANs each term with the class teacher.
- Any adult working with the child (class teacher, teaching assistant, external agencies) will be aware of targets and report back to class teacher/SENCO.
- When a child's IPLAN includes management of behaviour, details may be shared with all staff, including lunchtime staff, in order that our approach is consistent.
- When it is felt that a child's needs should be externally assessed, external professional support may be accessed.
- An INDES form will be completed for all pupils on the SEND register. This will be completed collaboratively by the SENCO, Class Teacher and members of the SLT. Once submitted to the SEND and Inclusion Team for triage, this may result in the school receiving additional Element 3 Funding to support the child.
- Governors consider general reports on special educational needs but do not receive details of individual cases. They are also involved through consideration of personnel, finance and standards reports.



Preston C of E
Primary School

'By my side' - support guide

What am I good at?

What do I find hard?

Things that help me in school are:

About me...

I am in year:

At school I like to:

At home I like to:

Above is the front cover of an IPLAN.

BIG TARGET I want to work on	ASSESS At the moment, I am					PLAN My <u>next step</u> is to	DO What will help me with this?	REVIEW Now I think I'm				
	1	2	3	4	5			1	2	3	4	5
								Outcome:				
BIG TARGET I want to work on	ASSESS At the moment, I am					PLAN My <u>next step</u> is to	DO What will help me with this?	REVIEW Now I think I'm				
	1	2	3	4	5			1	2	3	4	5
								Outcome:				
Agreed by me:			Agreed by Teacher:			Agreed by SENCo:			Agreed by parents:			

On the second page of the IPLAN, targets are recorded. These must be **SMART** targets: Specific, Measurable, Achievable, Relevant, and Time-Bound

What mechanisms are in place for supporting pupils' overall wellbeing?

- The school values knowledge of individual children and children benefit from learning in a setting with an inclusive family ethos.
- Staff are aware of the particular safeguarding vulnerabilities of children with SEND
- All staff are aware of the particular need to monitor the self-esteem, confidence and general wellbeing of those with SEND.
- Staff have been trained in identifying and making provision for those with emotional needs.
- Support staff are experienced and committed to offering high-quality pastoral care.
- The culture of information sharing is well established.
- Staff are trained in First Aid and in administering any necessary medicines as individual cases arise; our policies make clear our duties to make provision for those with medical conditions.
- A number of staff have received Step On and Step Up training.
- The school has a clear policy for behaviour and discipline, which is shared with parents and all pupils and which results in a good standard of behaviour for the majority of the time.
- Attendance is good; non-attendance is followed up and attendance registers checked regularly.

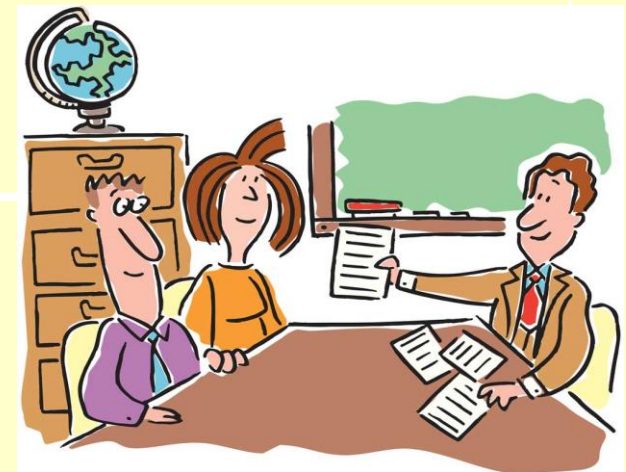
What mechanisms are in place for supporting pupils' overall wellbeing?

- Each year group has a spokesperson on our school council to take account of all children's views.
- The school may engage the services of other professionals or refer on to other agencies if a child's mental health and wellbeing is a cause for concern and not sufficiently receptive to in-school support.
- The school has a nominated Mental Health Lead who has completed the Senior Mental Health Lead training. The nominated Mental Health Lead is **Emma Elliot**.
- Strong PSHE and RSE curriculum.
- Pupils learn about key values for life, which are interwoven through the curriculum, and provide opportunities for reflection and spiritual development. Our Christian vision is embedded throughout the Federation and children strive to be the best they can be.



How will parents know how their child is doing?

- Parents are offered at least two formal parent/teacher consultations each year as standard practice.
- Parent/teacher meetings will detail where the child sits within the national average and what progress they are making.
- Additional meetings may be arranged to discuss IPLANs – at the points of planning and of review and at any other time if there are concerns about impact.
- The SENCO is available for catch-up meetings on request.
- Meetings are arranged to discuss any external assessment or intervention.
- If further meetings are required for more specific needs, these can be accommodated.
- Annual school reports of attainment and progress give information about each child's attainment in comparison with the national average and about the child's individual progress.
- Parents are welcome to make an appointment to see the class teacher if they have concerns.



How are parents involved in planning for their child's education? How are children able to contribute their views?

- Parents are involved as much as possible in planning their child's education; this is particularly important during transition times (at induction/ yearly transition of classes/ key stage changes/ preparation for transition to secondary school).
- Parents can share concerns with the child's class teacher or book an appointment with the SENCO/ Executive Headteacher.
- Views of the child, parent/carer and class teacher are collated and recorded on a IPLAN to collaboratively identify the child's strengths, interests and next steps.
- SMART targets are discussed and shared with parents along with the additional provision and strategies planned to support these targets. The children are asked to reflect on each SMART target using a scaled solutions focused approach.
- Once all views have been recorded and taken into account, the IPLAN is signed by the child, parent/carer, class teacher and SENCO to acknowledge ownership.
- When reviewing the IPLAN, children and parents/carers are given the opportunity to reflect on progress made towards the SMART targets and contribute their views.
- Support staff regularly seek the views of those children they work with and ensure these are known to other colleagues involved.
- Children's views of school generally can be shared through class and school council.

How is learning and development provision matched to individual pupils' needs?

Differentiation is a key part of all lessons across the school and is monitored by the SLT.

This helps individual children to access the curriculum at their level and make progress.

Children with IPLANs have more specialised targets and are given support both within lessons and outside of lessons to achieve these.

How are the school's resources allocated and matched to pupils' SEND?

The Executive Headteacher is responsible for the SEND budget, which is allocated for resources, training and support based on information from the SENCO.

Human resources; training; equipment; published programmes of intervention; access to EPSS services; and individual resources are all taken from this budget.

What specialist resources are available at the school or accessed by the school?

- De-escalation and safe handling: Norfolk Step On and Step Up training
- Supporting dyslexia within the classroom
- Sensory circuits - sensory integration
- Little Wandle Rapid Catch Up/Daily Keep Up for Phonics
- Speechlink
- Sound Discovery
- Code X
- Autism and Dyslexia friendly classrooms
- Mental health
- Emotional needs
- Understanding Autism
- Catch-Up for English
- Numicon training
- British Sign Language
- Developmental Trauma and Sensory Attachment
- ELKLAN – Speech and Language qualification
- Nelli speech and language catch up
- Supporting children through bereavement
- Speech, Language and Communication
- SIBs training (supporting children whose siblings have SEND)
- Staff at our partnership school, Preston CE VC Primary School, are able to offer further experience and expertise
- The school has access to Educational Psychology Support Services; additional services may be purchased from the school budget
- Access to Inclusion Team
- Senior Mental Health Lead
- The school has access to a range of tests, interventions and other packages.

How accessible is the school building and environment?

The building is on one level and fully accessible for wheelchairs.

There is a fully accessible disabled toilet.

A shower is available.

The school has access to Local Authority support for communicating with parents whose first language is not English.

A parking bay for people with disability is located adjacent to the school building.

The Accessibility Plan and Single Equality Policy is available via the school website:

<https://tasvalley.org.uk/tas-valley-federation-policies/>



How are pupils included in activities outside the classroom?

We are an inclusive school and endeavour to ensure that all children have access to the whole curriculum.

We aim to ensure that all children take part in a full range of activities, including school trips.

Risk assessments take place to ensure the correct level of support is in place.

Meetings with parents may be convened to discuss necessary adjustments and consider best options for inclusion.



How does the school prepare and support pupils to join the school or transfer to a new school?

- School liaises with pre-school settings and parents before pupils start school.
- Where appropriate, the school engages in support meeting with external agencies and professionals before a child with SEND joins the school; this might include attendance at EHAP meetings.
- Visits are arranged before starting school.
- Parents and children due to start school are invited to attend sessions in the second half of the summer term
- A structured programme of PSHE includes work on transition to high school for all pupils.
- There is liaison with high schools (including Headteacher, head of Year 7, SENCO).
- Additional visits to the high school are arranged as required.
- Discussions with parents take place regarding high school in Year 5 and as required.
- The school requests pupil's files and, where appropriate, SEND information from previous schools.
- SEND records are passed on to transition schools in a timely fashion
- Particularly at the point of transition to high school, the child's wishes are sought and fully considered in the transition process.

Further information



The first point of contact if a parent wishes to discuss their child is the child's class teacher.

The school office can be contacted with any general enquiries

Appointments can be made with the SENCO/Executive Headteacher

Complaints about the school should be addressed to the Executive Headteacher. Complaints about the Executive Headteacher should be addressed to the Chair of Governors. Our Complaints Procedure is available via the school website: <https://tasvalley.org.uk/tas-valley-federation-policies/>

The Norfolk SEND Partnership (<http://www.norfolkparentpartnership.org.uk/>) supports parents and carers of children with special educational needs.

GLOSSARY

EHCP	Educational Health Care Plan. This is a legal document for an individual child or young person aged 0-25 years with special educational needs and disabilities (SEND), which sets out a description of their educational, health and social care needs and the provision that must be implemented in order to help them
EPSS	Educational Psychology and Specialist Support
EYFS	Early Years Foundation Stage
INDES	Schools complete an Identification of Needs Descriptors in Educational Settings form in order to apply for additional support or funding.
IPLAN	An Individual Plan for pupils with SEND which states their targets and interventions: this is shared with the parent and child and is used to measure progress.
IPSEF	Inclusion and Provision Self-Evaluation Framework – a document which Norfolk’s school’s are required to complete to support an assessment of their provision.
PSHE	Personal Social and Health Education
RSE	Relationships and Sex Education
SENCO	Special Educational Needs Co-ordinator is responsible for the school’s provision for children with Special Educational Needs or Disabilities
SEND	Special Educational Needs or Disability
SMART	Targets which are Specific, Measurable, Achievable, Relevant, and Time-Bound