

SEN information report and Policy



Date: 08/01/2024

Review date: 08/01/2026

This policy supports our school visions of:



Excellence, enjoyment and engagement, as well as our well-being vision: *to be encouraged, to thrive and to commit to the wellbeing of our community.*



A safe and happy learning community where everyone is supported and motivated to reach their full potential.



Special Educational Needs Coordinator (SENCO): Emma Bourner

Reviewed January 2023

This SEND Information Report incorporates the school SEND policy.

Foulsham and Corpusty Primary School can offer you:

- Someone to talk to; you can always speak to your child's class teacher or the SENCo (Special Educational Needs Coordinator) about any concerns you may have.
- A friendly, caring environment; we value social, emotional and metacognitive (being able to have an awareness and understanding of one's own thought processes) aspects of learning as much as academic aspects.
- Quality first teaching; all our teachers work to a very high standard and are very aware of the need to ensure that all pupils, with or without special educational needs and disabilities achieve the most they can.
- Well trained teachers and support staff; all staff have access to up to date training to meet the needs of individual pupils.
- The support of Synergy multi-academy trust and the shared expertise of the SENCOs within it.
- Access to specialist services; we can refer children to the Speech and Language Therapist, Educational Psychologist, Autism Support Teacher, School Health, Core Groups Meetings, Neurodiversity Triage Team, Occupational therapy and Sensory Support Services amongst other specialists.

Identification and support for children with SEN at Foulsham and Corpusty Primary School:

When children start in our Reception and class, they join from a number of settings and the handover systems ensure that we receive any information on their development so far, and any information on a special need or disability already identified by parents or health workers. If this is the case, we meet with everyone involved before the child starts school to make sure their transition to school is as smooth as possible.

Pupils have special education needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

The flow chart below describes how we identify children with SEN at Corpusty and Foulsham Primaries. We adopt a graduated approach in line with the new SEN Code of Practice (www.gov.uk/government/publications/send-code-of-practice-0-to-25).

Identifying children with a Special Educational Need or Disability

As a parent you may have concerns about your child or the staff in school may have noticed concerns. If either of these is the case, we will meet to discuss them.
If you are concerned – come and see us. We can always find a convenient time to talk to you.
If we are concerned the class teacher or SENCO will talk to you. It is amazing how many problems can be sorted out at this stage.



If we decide to take further action, we will devise a plan for your child where they will be given specific targets to work on and possibly special resources and support. This is called a pupil passport. This will normally be in place for one term and then it will be reviewed.



We will review the plan each term. Targets will be set that are specific and achievable and ensure that your child continues to make progress and takes part in all areas of school life. If the plan needs to continue beyond one term then we will put your child on the SEND register to make sure their needs and progress are closely monitored. This means your child will be receiving “SEN support” within school.



In exceptional circumstances we may have to ask the local authority for additional support for your child. We may then apply for an Education, Health and Care plan (EHCP). This document will clearly set out the provision required to support your child and will be reviewed annually by the school in partnership with the local authority co-ordinators and any external agencies involved in supporting your child's needs.
We try to help parents at every stage but you can also get advice and support from Norfolk SEND partnership and looking online at the Norfolk Local Offer.

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Identifying Needs at Phase Transition Points:

Corpusty and Foulsham Primacy School's Special Educational Needs and Disabilities Information Report

When your child is about to join our school, the class teacher may arrange visits to any pre-school where your child attends, prior to joining our school, in order to meet your child. The setting staff will talk to the class teacher and share any information regarding any SEN-D or other issues. The Reception Teacher and Classroom Assistant carry out home visits to meet you and your child prior to your child starting school. This is all part of a phased approach to the start of Reception. We have found this to be very effective at settling children into school and giving them the best possible start.

Children are assessed from their first term in Reception although they will not be aware of this. If any child has particular issues or problems, we put a plan in place to give any extra support that may be needed and the class teacher will talk with the school's SENCO to see if there is any additional support or any referrals that are necessary. We have meetings with parents after school to give you information about their first year and to answer any questions you may have. These meetings are held at least twice each year.

For transfer to secondary school all children spend some time at their new school, and children with SEN or a disability will be given extra days to meet their particular needs and to meet support staff. Our teachers meet with the staff from each secondary school to discuss any particular issues. Any children on the SEN Register will have a review in the summer term before they leave where they can meet and talk to Secondary school staff. Both parents and the child will have the opportunity to discuss any concerns. Future plans for all SEN-D students' will be made with the advice and support of trained and informed staff at their secondary school or educational setting.

Assessing your child

In identifying children as having SEN it is recognised that Quality First Teaching and differentiation comes before considering additional intervention. Evidence is gathered during the usual cycles of school assessment, regular pupil progress meeting and informal discussions between staff at any time, if concerns are raised. Your child will be monitored, observed and assessed to get the whole picture of them.

Additional assessments may be used depending on the child's age and could cover underlying ability in receptive vocabulary, memory, reading and spelling. They may also cover aspects of mental health and emotional wellbeing.

Reasonable adjustments are made to cater for the needs of individual children and we have a variety of programmes to boost and support pupils if necessary. These support and intervention programmes include:

- Literacy support – we run phonics, reading and spelling groups, where necessary, which focus on the application of sounds in their reading and writing. Reading support – individually or in small groups.
- Maths support – We use small group targeted support and where necessary 1:1 tuition and pre-teaching.
- PHSE support– This is a whole school programme which supports children in recognising and dealing with emotions both comfortable and uncomfortable. We run small groups for children to explore emotions further and support them with how to deal with anger and frustration as well as social situations both in school and out.

Corpusty and Foulsham Primacy School's Special Educational Needs and Disabilities Information Report

For some learners we may want to seek advice from specialist teams. In our school and trust we have access to various specialist services.

These include:

- Speech and Language Therapist
- Educational Psychologist
- Autism Support Teacher
- School Health including the School Nurse, the Asthma Nurse and the Epilepsy Nurse – providing medical advice and support for children with disabilities and medical conditions. This may involve liaison with GP and paediatrician, specialist nurses for e.g. diabetes. The school nurse provides a general advice service, hearing tests and can help access more specialist services.
- Occupational therapy – programs to help support for example children with fine or gross motor delay or dyspraxia.
- The inclusion Team
- Psychological support from CAMHS, The YMCA, Verbatium or Benjamin Foundation – giving the child the opportunity to talk through emotional and behavioural issues and strategies for better self-management.
- IT support using the 'Access through Technology' team or technical support from Vision or Hearing-Impaired Services (Sensory Support). This may involve touch typing courses, having specialist equipment such as a laptop which is linked to the teacher's system and can display large font for the visually impaired child.
- Behaviour therapy, often supported by specialist staff from the Specialist Resource Base. We make sure our staff is up to date with access to training to help and support all our pupils. This includes:
 - Autism Awareness/Social Story
 - First Aid Training
 - Phonics training
 - Dyslexia training
 - Behaviour Management Training

Support for learners:

Each learner identified as having SEN is entitled to support that is additional to or different from a normal curriculum. The type of support given 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 describes the interventions and actions that we undertake to support learners with SEN across the year groups. We modify the provision map regularly and it changes every term, as our learners and their needs change. Various strategies are used to adapt access to the curriculum including visual timetables, use of technology, positive behaviour reward systems, and peer buddy systems.

Current profile of school SEND (January 2024)

Corpusty and Foulsham Primacy School's Special Educational Needs and Disabilities Information Report

Corpusty Primary School currently has 27 pupils. 8 of these pupils have been identified as having Special Education Needs or Disability. The primary area of need for 4 of these pupils is cognition and learning; for 1 child the primary area of need is SEMH. For 2 pupils the primary need is communication and interaction (ASD); for one child the primary need is a profound and multiple learning disability. 1 pupil has an EHCP, 1 pupil is awaiting an EHCP needs assessment

Foulsham Primary School currently has 73 pupils, 10 of these pupils have been identified as having Special Educational Needs or Disability. The primary area of needs for 3 pupils is cognition and learning; for 1 pupil the primary need is communication and speech and for a further 3 pupils the primary area of need is communication and interaction (ASD). 3 pupils have an identified primary need of SEMH. 4 pupils are awaiting an EHCP needs assessment.

Funding:

When children's needs are viewed as exceptional and their needs cannot be fully met within our own school budget, an application can be made for Element 3 funding. These applications are made by the SENCO (Mrs Bourner). If the application is successful, then the money is released to our school to use in our proposed way. This may be in the form of equipment, resources, training for staff, specialist advice and support, or some direct adult support for a pair or group of pupils with the same need or support for an individual pupil. Further funding may be necessary and subsequent applications can be made following a review of its impact statement. Your views and your child's views will be included too.

How we find out if this effective:

Our monitoring process is an integral part of teaching and leadership at our school. Parents, carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. 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. The team around the child will agree the expected outcomes. Outcomes and progress will be reviewed, and the impact of the provision considered and continued or amended as necessary.

If a learner has an EHCP the same termly review conversations take place but the EHCP will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that your child receives a high-quality provision. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Regular SEN reports are submitted to the school Governors. Our school data is also monitored by OFSTED.

Equal Opportunities for all pupils

All staff at Corpusty and Foulsham Primary Schools recognise the importance of 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' to ensure equal opportunities.

The Equality Act 2010 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 her/his ability to carry out normal day-to-day activities."

Section 1 (1) Disability Discrimination Act 1995

Our school is committed to making reasonable adjustments to ensure participation of all children, including those with SEND, within the curriculum and with extra-curricular activities. Our Access Plan sets out details of our school's provision for children with SEN-D. Please contact the School's SENCO for further advice and support for specific requirements.

Complaints procedure:

Hopefully we never reach this stage, but we recognise you may need to make a formal complaint. Our complaints policy is on our school website.

Useful links:

- Information on **Norfolk's Local Offer** can be found on the Norfolk website: -

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

Norfolk County Council
County Hall
Martineau Lane
Norwich
Norfolk NR1 2DH Tel: **0344 800 8020**
Email: information@norfolk.gov.uk

- Norfolk SEND Partnership (formerly Norfolk Parent Partnership)**

<http://www.norfolkparentpartnership.org.uk/>

- Family Voice Norfolk**

<http://www.familyvoice.org.uk/>

- Independent Support for parents and carers through the EHCP process**

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/Introduction_to_SEND/What_to_do_if_you_think_your_child_has_SEN/SEN_support/Education_health_and_care_plans/index.htm

Updated January 2024 by Mrs E. Bourner