

Welcome to SEND at



SEND Information Report

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What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

The SEND Code of Practice (2015) outlines these definitions:

- ▶ **Learning Difficulty:** when a child finds it significantly harder to learn than most children their age
- ▶ **Disability (that we need to make special provision for):** ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ (Equality Act 2010). Something that hinders a child from using our school facilities e.g. sensory impairments such as sight.
- ▶ **Special provision:** is support that is extra or different to what is typically provided for others of the same age.

Our Schools

- ▶ Aylsham St Michael's CofE (VA) Primary and Nursery School is a school for 3 to 11 year olds in Aylsham. We have 14 children in our nursery, 17 in our Reception Year, 44 children in our 2 KS1 classes and 91 in our 4 KS2 classes
- ▶ Erpingham CofE (VC) Primary and Pre-school is a school for 2 to 11 year olds in Erpingham. We have 14 children in our nursery, 12 in our Reception Year, 20 children in KS1 classes and 24 in KS2
- ▶ Northrepps Primary and Pre-school is a school for 2 to 11 year olds in Northrepps. We have 5 children in our nursery, 10 in our Reception Year, 7 children in KS1 classes and 22 in KS2

What are our Values?

At our school we want all children to Dream, Believe and Achieve, beyond what they or others expect of them.

Every child with SEND can thrive. We do everything that we can to make sure that happens.

This means we:

- Provide lessons that meet the needs of every child
- Make reasonable adjustments to lessons and our school environment
- Provide staff training to expand our SEND expertise
- Work in partnership with children, families and outside agencies to meet the needs of the learner.

What are our Ambitions for children who have SEND?

Following our school values, we are ambitious for all children, including those with SEND. We want them to make excellent progress academically, socially and emotionally. We want them to have the knowledge and skills they will need as they move up to high school and into adult life.

In the long term, we want our children with SEND to:

- ▶ Have excellent basic skills (reading, writing and maths)
- ▶ Have good friends and relationships
- ▶ Live a healthy and independent life in the community
- ▶ Be successful in work.

Types of SEND

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into 4 categories:

Cognition and Learning (C&L):

- Learning difficulties
- Dyslexia and dyscalculia
- Focus, attention or memory difficulties

Communication and Interaction (C&I)

- Autism/ASD
- Social communication difficulties (other than autism)
- Speech and language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).

Social, Emotional Mental Health (SEMH)

- ADHD
- Anxiety
- Dysregulated behaviour

Physical/Sensory Needs

- Physical needs (e.g. cerebral palsy, dyspraxia)
- Deafness or hearing difficulty
- Blind or visually impaired

Some children
may have more
than one type
of SEND

Identification of SEND

How do we decide if a child has SEND?

We look out for:

- ▶ A child making less progress than their peers
- ▶ A child making less progress than they have previously done
- ▶ A child not closing the gap between them and their peers (despite extra help that was given)
- ▶ A child displaying behaviour, social and/or emotional difficulties
- ▶ Screens, such as those completed on entry, indicating gaps in knowledge and/or skill

Concerns can be raised by:

- ▶ Parents can Carers
- ▶ External Agencies
- ▶ Teachers
- ▶ Previous schools
- ▶ Pupils themselves
- ▶ Whole school tracking by SLT and/or SENDCo
- ▶ Pastoral Team

Is It always SEND?

Slow progress may not always mean a child has SEND. It could be due to:

- Attendance
- Issue in the child's life (e.g. bereavement)
- Issues in school (e.g. friendships).

When this is the case teachers will address progress issues via adjustments to what is already on offer.

What happens next?

Once concerns have been raised we will assess and observe the child. This could be an assessment of reading, writing, maths or social skills and behaviour.

Some parents give us extra information to help us make decisions. For example, an eye clinic report or a diagnosis letter

Sometimes an assessment for SEND will be quick, other times it will require assessment over a longer time period before it becomes clear. Sometimes we will ask outside agencies (for example, an educational psychologist or EdPsych) to help us by assessing the child and giving us advice.

How do we meet children's needs?

Children's SEND needs are varied, and what may work for one child won't necessarily work for another.

Not all children will need the same level of support.

Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.

We match the level of support to the child's need. This matching is called our graduated approach.

The levels of support are often called waves of support.

Schools have three waves of support:

- ▶ Wave 1: Support and opportunities that all child gets - high quality teaching approaches.
- ▶ Wave 2: Support and opportunities for children who need a little extra help and/or additional intervention.
- ▶ Wave 3: SEND support to meet their very individual needs (IEP and/or EHCP)

Wave 1

This is high quality teaching approaches led by the class teacher. Examples include:

- Teachers who are ambitious for all their children
- Well planned lessons that are differentiated (adjusted) to engage all children
- Resources that help all children succeed (e.g. number lines, sentence starters, etc)
- Opportunities for children to practise and use their learning in different situations
- Teacher assessment of all children to help them know when to move on and what to teach next
- Behaviour and reward systems that motivate children
- Small group interventions for vulnerable learners

Wave 2

This is for children who need extra support to catch up and have a special educational need. It can be small group work either in class or elsewhere in the school. These are in addition to the support provided in wave 1.

Examples include:

- Individual Education Plan with SMART targets
- Pre teaching of vocabulary
- Differentiated (altered) spelling lists
- Nurture groups
- Tutoring
- Gross and fine motor interventions
- Positive behaviour plans
- SEMH Interventions with Sharon

Our SENDCo keeps a record of these interventions on our whole school provision map.

Wave 3

(about 2% of children with SEND will need this)

This is for children who have a specific statemented need and an EHCP/EHCP application. . These are in addition to the support provided in wave 1 and 2. Examples include:

- Education, Health and Care Plan (EHCP)
- 1:1 personalised phonics/maths/writing support
- 1:1 on-going speech therapy work
- Social stories
- Physiotherapy work
- Personalised outreach support (e.g. dyslexia support)
- Play Therapy

Our SENDCo keeps a record of these interventions on our provision map.

Assess, Plan, Do, Review



All our SEND support fits into a four-part cycle called Assess, Plan, Do, Review.

- Assess □ We decide what the child's needs are
- Plan □ We set targets and decide how we support the child in meeting these targets. We involve the child and parents/carers at this stage.
- Do □ Everyone follows the plans we've agreed
- Review □ We all (teachers, child and parents/carers) look at how well the plans worked. We agree what to do next.

Each cycle takes one school term, creating three cycles per year. Each term there will also be a half termly review. This is to ensure progress is happening and amend targets or support where needed. At the end of term there is a formal/final review. Sometimes our review show that the same plan is needed to continue progress.

Targets

We set targets for children with SEND so that staff, parents/carers and children know what we are all working towards. These targets are part of a child's SEND Individual Education Plan (IEP).

We often call these **SMART** targets. **SMART** targets are:

- ▶ **Specific:** We say exactly what the next small step will be for the child
- ▶ **Measurable:** We say how we will know if the child is meeting the target
- ▶ **Achievable:** We are ambitious for the child but targets still need to be achievable for the child and adults to see growth
- ▶ **Relevant:** We link it to the child's difficulties or what they need to achieve next
- ▶ **Time bound:** Targets are normally set for 1 half term (6-8 weeks)

How are targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead we use action or specific words to write targets (e.g. read, write, take turns, phase 5).

Example:

To be able to read words from phase 5 phonics using 'ay' 'ou' 'ie'
rather than

To be able to read better.

Wellbeing

We have two trained Mental Health Champions.

The SENDCo undertook training for Senior Mental Health Lead with a focus on pupil voice and participation. We used this to inform a whole school action plan.

As a school we:

- ▶ Deliver weekly PSHE and start the year with a whole school focus on Zones of Regulation.
- ▶ We liaise with a Social, Emotional and Mental Health advisor from Aylsham High School who leads pre-booked sessions with children 1:1 organised by our Nurture lead.
- ▶ The Nurture team receive regular training through Ormiston Families/LINK and regularly attend Cluster nurture network meetings.
- ▶ Where needed a child will have Boxall and/or a SDQ (Strengths and Difficulties Questionnaire) assessment done by the Nurture lead.
- ▶ High need children have individual learning plans for SEMH.
- ▶ The nurture lead's role extends to include the parent support role.
- ▶ Our School Business Manager is one of the Mental Health Champions and has responsibility for pastoral care alongside the nurture lead.

Family Involvement

This can include carers, parents and other family members and for children who are “looked after”, the local council

Teamwork with Families:

Parents and Carers are vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND
- They help us know which strategies work well at home (these can often help in school too)
- They attend termly IEP Reviews so we can review their child's progress as a team
- They are able to use ideas from school to use at home
- They share useful information (such as clinic reports)

When we think a child might have SEND, we discuss this with parents/carers so that we can:

- Find out more about the parent's views
- Discuss what the next steps might be
- Agree some long term goals.

Excellent teamwork between us and parents is extremely important for us and we believe in **co-production**.

Co-production means parents and carers being a key part of SEND planning and support.

Families help co-production by coming to IEP reviews, sharing their input and keeping us up to date with their child's life.



Support for Families

SENDIASS Norfolk

SENDIASS is the Independent Advice and Support Service for parents/carers.

The service is free and offers a range of help such as:

- ▶ Appointments with SENDIASS advisors
- ▶ SEND support resources (such as how to organise transport to and from school; information about EHCPs).
- ▶ Information for young people with SEND
- ▶ Newsletters
- ▶ Parent/Carer pinboard

Accessing SENDIASS Norfolk:

You do not need to be referred to SENDIASS, anyone can access it:

- ▶ Website: <https://www.norfolksendiass.org.uk/>
- ▶ Phone: 01603 704070

The Local Offer:

- ▶ Website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The local offer is a website that is written for parents and families of children with SEND.

It helps them know 'what is out there' in their local area. It includes:

- ▶ Local activities and things for children with SEND
- ▶ Informational videos for children and young people with SEND
- ▶ Health services
- ▶ Schools
- ▶ And more...

The Role of Children

The role of children is to dream and believe in themselves so that they can achieve infinitely more than we might ask or they may dream.

Children also play an important role in creating their IEPs as they share their views on what they find hard and what helps them. This helps their teachers when they create their targets for them.

Staff build strong relationships with their learners to ensure they feel safe and confident to share their views.



Can a child with SEND join in day trips, residential trips, breakfast, after school and holiday clubs?

Where possible, reasonable adjustments will be made so that children who have SEND can join in all aspects of school life. Staff may need to talk to parents to plan adjustments. Or, parents can talk to their class teacher or our SENDCo about it if they are worried that their child might need adjustments to be successful.

It is extremely rare that we have to make the hard decision for a child to not attend - in the very small number of occasions this is due to safety, wellbeing, or both.

Our team and their training

Our team have lots of SEND experience. It is important we refresh and develop our learning and further develop our skills.

To train and develop our team we use:

- ▶ Staff meetings and INSET day training
- ▶ Staff supporting other staff
- ▶ Specialist training in and outside of school
- ▶ Outreach support training
- ▶ Online courses and webinars
- ▶ Online information

What training have we had?

Examples of training our staff have had in the past 3 years include:

Cognition and Learning

- Little Wandle
- Purple Mash
- Exploring Play
- Recognising and supporting dyslexic pupils
- Recognising and supporting pupils with dyscalculia

Communication & Interaction

- Drawing and Talking
- Sand Play

Social, Emotional & Mental Health

- Psychological First Aid
- Autism and Eating Disorders
- Autism and Mental Health
- Mental health and learning disabilities
- Mental health first aid
- Norfolk Steps
- Sensory spectacle
- Level 2 Self Harm and Suicide
- Level 2 Bullying

Other

- First Aid
- Healthy child programme
- Step Up and Step On

Can school access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as external agencies.

External Agencies we work with include:

- Educational Psychology Service (EPS)
- Speech and Language Services
- Occupational Therapy Services
- ASD specialist support team
- Emotional Wellbeing and Mental Health Services
- Play Therapy
- Dyslexia Outreach Service
- SRB (Specialist Resource Base) for behaviour - Mundesley Infant School
- Early Help via a referral through Early Help Family Service Assessment
- Nelson's Journey
- Benjamin Foundation
- Attendance Officers
- S2S (School 2 School support)

For most children, we meet their SEND without needing support services. This is because our staff have training and skills to adapt classroom and lessons to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the child's parent. Most parents understand the many benefits for their child, but they are welcome to chat with the class teacher or SENDCo. The parent makes the final decision.

Transition - when children join or leave us

How do we help children joining our school?

- ▶ We speak to the current nursery, childminder or school to find out about the child's needs.
- ▶ We meet with parents
- ▶ We provide an Information Booklet for EYFS and Nursery. For children joining us part way through primary, we point parents towards our website.
- ▶ The child visits the school and gets to meet the adults in their new class with their parents
- ▶ Where necessary, the SENDCo will meet with families and settings when a child has an identified SEND. It may be that a personalised programme is arranged, which may include a reduced timetable which is regularly reviewed.
- ▶ The child can have extra visits if needed.

How do we help children leaving our school?

- ▶ For Year 6, the SENDCo speaks to the High Schools about any children with SEND and arranges visits for the children during the summer term.
- ▶ For other children leaving us, we speak with their new school (where possible) to explain the SEND and explain the strategies we have been using.

Transition - between year groups

We understand that often, even though they are staying at the same school, some children can find transition to new classes and teachers hard.

- ▶ Before the end of the summer term, teachers pass on SEND information to the new teacher and IEPs are reviewed with the old and new teacher, families and children.
- ▶ The child gets to visit their new classroom as many times as required.
- ▶ We often arrange for the child to have 1:1 sessions with their new teacher or/and teaching assistant.
- ▶ Where needed, we work with the child to create a transition booklet for themselves and for their new teacher.
- ▶ Occasionally, we will video their new room for them once it has been set up and email it during the summer holidays to allow the child to prepare themselves for September. Or, where needed a child is invited in to school at the end of the holidays with their parents.

Our Learning Spaces - Aylsham

St Michael's CofE (VA) Primary and Nursery School is in Aylsham Town near the church.

The Main School Building

The building itself is Victorian and all classrooms are in the main building and accessible on the ground floor. Although some rooms still have steps leading in from the outside, there is step free access available throughout the school.

The Nursery Building

Our Nursery building was built in 2022 and has step free access. It is separate from the main building, with a different entrance. However, they share an outdoor space with our Reception class.

The Ark and the Den

Children eat, attend collective worship and have PE lessons in the Ark building, accessible from the playground. We also have the Den accessible on the playground, which is used for Music lessons, reading groups and Breakfast and Tea club.

The Playground.

Our main playground is split into two levels. One is for running around and playing games. The lower level is for children to be quieter and calmer for those who would rather colour etc during lunch time. Both playgrounds have step free access. In the summer term, when it has been dry weather, children are also allowed onto the grassy area during lunch time.

The Quiet Room

The quiet room is a space for children to go whilst they are having interventions with our Nurture Lead, Sharron. Some children also eat lunch here if they are unable to cope with the lunch hall. Teachers will also allow children to use the quiet room if they need to be somewhere calm.

Our Learning Spaces - Erpingham

Erpingham CofE (VC) Primary and Pre-school is on the edge of Erpingham along School Lane.

The Main School Building

The building itself is Victorian classrooms are situated in, or adjacent to, the main building and accessible on the ground floor. Although some rooms still have steps leading in from the outside, there is step free access available throughout the school.

The Preschool

Is a wonderful Outdoor Learning Space where children can access learning in a natural environment. There is a log cabin for shelter and a yurt where we enjoy learning and warmth from the fir pit.

The Playground.

Our main playground is split into two areas. There is the main playground with its traditional hard surface and then there is the grass area with it trim trail.

The Quiet Room/Library

The quiet room is a space for children to go whilst they are having interventions with our Nurture Lead. Some children also eat lunch. Teachers will also allow children to use the quiet room if they need to be somewhere calm.

Our Learning Spaces - Northrepps

Northrepps Primary and Pre-school is in the centre of the village.

The Main School Building

The building itself is Victorian and all classrooms are in the main building and accessible on the ground floor. Although some rooms still have steps leading in from the outside, there is step free access available throughout the school.

The Nursery Building

Our Preschool is based in a large mobile classroom situated on the play ground. There is a ramp for access as well as steps. Whilst the Preschool join the school for play and activities, it has it's own play area.

The Playground.

The playground is all on one level and there is no grass. The children have access to a concrete area and an area covered in astroturf and rubber crumb.

The Quiet Room

The quiet room is a space for children to go whilst they are having interventions with our Nurture Team. Teachers will also allow children to use the quiet room if they need to be somewhere calm.

Extra Equipment

Some children may need extra items to help them be successful at school. Most of these are not expensive and we buy these items from our budget.

Occasionally, equipment will cost much more than normal (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from the local council's SEND funds. We do not ask parents to pay for SEND provision from their own money.



Common Questions Answered:

Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. ADHD), but we can address a child's SEND even if they don't have a diagnosis. Families often want a diagnosis so they can be sure about what is going on for their child. However, it's important that we help the child as soon as we can, rather than waiting for a diagnosis.

Does a diagnosis mean my child is put onto the SEND register?

No. A diagnosis does not automatically place a child on the SEND register. It may be that with reasonable adjustments and support in place, a child with a diagnosis does not require any further support. If this is the case, it is continuously monitored by teachers and the SENDCo in case support needs to be increased.

What is an EHCP?

EHCP is short for Education, Health and Care Plan. This is like a contract between a local council, school and parents. Around 2% of children with SEND require an EHCP. An EHCP does not always mean the school will get additional funding, in very rare circumstances the school may be able to provide the child with some 1 to 1 support. This is not guaranteed by an EHCP.

Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad due to an event in their lives (for example due to a death of a loved pet).

When a child is distressed, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

What support is available for social and emotional needs?

We have lots of support on offer such as:

- Class circle time
- School worships (assemblies) about emotions and feelings
- PSHE
- Clear systems for managing behaviours
- Sensory circuits
- Pastoral staff.

Exclusions, SEND Policy Evaluations & Complaints

Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school. However, you can find out more about exclusions in our Behaviour Policy on the policies page of our website.

Evaluating our SEND Policy

The SENDCo and other school leaders have 4 key ways to check how well our SEND policy is working:

1. Monitoring the progress children have made against their targets
2. Regularly reviewing the interventions being delivered by teachers and support staff
3. The Leadership Team visit classrooms to observe teaching and learning and look through children's books.
4. Asking parents, carers and children about SEND in our school.

Our SENDCo, Leadership Team and Governors are in charge of evaluating our SEND policy.

Complaints or concerns

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact:

- Your child's class teacher
- SENDCo
- The Head Teacher
- Chair of the School Governor Body Olivia Corfield (contactable via the school office)

SEND Law

If you want to read more, these are the key SEND rules and laws

SEND Code of Practice

- This is the Government's SEND rulebook. Find out more [here](#).

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate. Find out more [here](#).

The Children & Families Act

- This 2014 law outlines our duties for children with SEND. Find it [here](#) (p.21 onwards).

Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE says that these can be a single document.

This booklet has all the essential parts of both the SEND Information Report and SEND Policy, however for more detailed information please read our SEND policy on our website.

Reviewing this policy

We review this policy every 12 months. Our SENDCo is in charge of the policy review. Then, our governors discuss and approve it.

We hope you found this SEND document helpful. Thank you for reading.
We welcome questions and comments - please get in touch with our SENDCo.