



**Carleton Rode & Forncett St. Peter
CEVA Primary Federation
Special Educational Needs and Disability (SEND)
Information Report**

September 2019-2020



Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). This report is published in September and reviewed in July of each academic year, it is also updated by the school SENCo as required.

Introduction

All governing boards of maintained schools have a legal duty to publish information on their website about the implementation of the governing board's policy for children with SEN and this information must be updated annually.

The information that is required by law can be found here:

www.legislation.gov.uk/ukxi/2014/1530/contents/made

As Church of England Primary Schools, Carleton Rode and Forncett St. Peter, hold the shared vision that we should love our neighbour as we love ourselves, by treating everyone how we would like to be treated. We therefore believe that every single child, adult and family matters to us and we actively promote an inclusive culture, inspired and underpinned by the Christian values which form the heart of our federation. We believe in lifelong learning for the whole school community and work to meet the diverse needs of everyone in the school regardless of their background, experience, knowledge or skills, so enabling them to be the best they can be.

We value high quality teaching for all learners in a flexible learning environment and regularly monitor the quality of teaching and learning in our schools. For more information on this, please see our teaching, learning and assessment policy on our schools' websites.

Across our federation, we are committed to working together with all members of our school communities. This information report has been produced with children, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer. Key contacts are listed below:

Executive Head Teacher: Mrs Judith Jones

head@carletonrode-primarieschool.com or head@forncett.norfolk.sch.uk

SENCo: Mrs Judith Jones (as for contacts above).

SEN Governor: Dr Lorna Christoforou-Hazelwood

office@carletonrode-primarieschool.com or office@forncett.norfolk.sch.uk

Parent Governors: Lorna Christoforou-Hazelwood & Louise Chandler - 01508 530506 or 01953 789384

School Council Link Governor: Sally Richards – 01508 530506 or 01953 789384

This SEND Information Report describes the range of provision and support available to support identified children as and when appropriate. This is subject to change depending on budgetary constraints and policy review.

If you have specific questions about the Norfolk Local Offer please visit:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/what-is-the-local-offer-for-information>.

Alternatively, if you think your child may have SEN, please speak to their class teacher or contact the school SENCo. We will then act swiftly to assess and ensure plans are put in place if required. If your child is felt to have SEN their name will then be added to the school SEN register. We pride ourselves on the positive and collaborative relationships we have with our parents/carers.



How we Identify and Assess SEN

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

“A child or young person has 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:

(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.”

SEN learners are grouped in the Code of Practice under four broad areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

Our SEN profiles differ in each school and from year to year.

Carleton Rode SEN Profile

In autumn 2019 we identified 24% of children as having SEN. 22% are SEN support (coded K), and 2% have an Education Health and Care Plan.

- 55% of all children are identified as having SEN linked to Cognition and Learning
- 27% of all children are identified as having SEN linked to Communication and Interaction

- 9% of all children are identified as having SEN linked to Social, Emotional and Mental Health difficulties
- 9% of children are identified as having SEN linked to Physical and Sensory needs

Forncett St Peter SEN Profile

In autumn 2019 we identified 15% of children as having SEN. 13% are SEN support (coded K), and 2% have an Education Health and Care Plan.

- 20% of all children are identified as having SEN linked to Cognition and Learning
- 46% of all children are identified as having SEN linked to Communication and Interaction
- 20% of all children are identified as having SEN linked to Social, Emotional and Mental Health difficulties
- 13% of children are identified as having SEN linked to Physical and Sensory needs

The national figure for SEN identification is 14.9%, 2.8% of whom are children with Statements or EHCPs and 12.1% of whom are children at SEN support.

Our federation is committed to ensuring that all learners have access to learning opportunities. We know when a child needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the child's previous school or the child themselves
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the child indicates that they have additional needs

If a learner is identified as having SEN, we will provide provision that is 'additional to, or different from' the normal differentiated curriculum, which is intended to help children overcome the barrier/s to their learning.

Learners can fall behind in school for many reasons such as:

- Absence (either through illness or any other reason)
- Attendance of different schools (i.e. inconsistent opportunity to learn)
- English as an Additional Language (EAL)
- Social, emotional or mental health concerns
- Medical Conditions

We ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their class teacher. We have a range of assessment tools available within the school and some which we share with other schools.

For some learners we may want to seek advice from specialist services. As a federation, we seek advice and commission support from a variety of specialists, including:

Speech and Language Therapy	www.ecch.org/our-services/services/cf-speech-and-language-therapy-for-children-and-young-people/
Ormiston Point 1 Counselling Service	www.ormiston.org
Child and Adolescent Mental Health Service (CAMHS)	https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/

Willow Tree Educational Psychology Service	www.willowtreelearning.co.uk/aboutus.php
EPSS	https://www.norfolkepss.org.uk/about-us/epss-team/
Virtual School Sensory Support (for children with visual or hearing needs)	http://vsss.virtual-school.org.uk/about
Access Through Technology	www.schools.norfolk.gov.uk/Pupil-needs/Access-Through-Technology/index.htm
English and an Additional Language (EAL)	http://www.schools.norfolk.gov.uk/Pupil-needs/Minorities-Achievement-Attainment-Service-MAAS/NCC134932
School 2 School Support	www.s2ssupport.co.uk/
Norfolk Parent Partnership	https://www.norfolksendpartnershiass.org.uk/

The decision to commission support is made by the school and is based on a variety of factors including academic progress, and/or results of assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or if we feel children require specific assessments or support when going through significant change either at home or school. Parents/carers will be always be informed when this happens and be part of the process.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will also be kept informed about this support

For a very small percentage of children, whose needs are significant and complex, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.



[Our Approach to Teaching Learners with SEN](#)

We believe in participation for all wherever and whenever possible. We want to create an inclusive culture in our school and we strive to be responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. In the first instance, all children access quality first teaching, with teachers holding high expectations for all their children. They ensure that all teaching is based on building on what

children already know, can do and can understand. Teachers use a range of learning styles so that every child can fully engage with their learning and may use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards systems
- Sloping writing desks

Each learner identified as having SEN, 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. In consultation with the individual child and parents/carers, teachers will complete an 'Provision Plan' and/or a 'One Page Profile' to ensure that children are fully involved in their own learning.

The support we provide is described on a provision map, which outlines the interventions and actions we deliver to support learners with SEN across the year groups. We modify the provision map regularly to reflect the changing needs of our learners and we work closely with other schools and professionals to ensure that we identify and deliver high quality intervention programmes.

We monitor progress of all learners, and staff continually assess children to ensure that learning is taking place. Our federation system for monitoring progress includes holding regular pupil progress meetings with staff.

For children who are looked after (LAC) or previously looked after/adopted (PLAC) and also have special educational needs, the schools work closely with the Virtual School, carers and outside agencies to ensure bespoke provision.

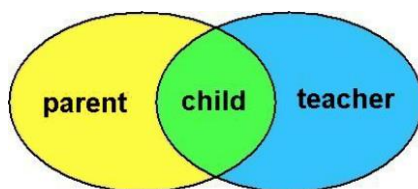
How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership in each school. We follow the 'assess, plan, do, review' model and ensure that both parents/carers and children are involved in the process. Before any additional provision is selected to help a child, the class teacher, parents/carers and child agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers, teaching and support staff will be directly involved in the review of progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, as well as an annual formal review of the EHCP.

Class teachers may also keep you informed via home/school contact books, letters, reports and additional meetings as required.

The school SENCo collates the impact data of interventions, to ensure that we are only using interventions that work for each child and have a well-researched evidence base to start with. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.



Safeguarding and Child Protection

Staff and governors are all very mindful that children with SEN are statistically much more likely to suffer abuse in one or several forms compared to those with no SEN. They are particularly vulnerable to child criminal exploitation, child sexual exploitation and peer on peer abuse. For this reason, all adults in the federation are trained to spot the signs and symptoms of abuse and exploitation in children and are proactive in safeguarding all children. For more information about how we safeguard our children, please go to either schools' website to view our Safeguarding and Child Protection Policy.

Children with Medical Needs

Children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents/carers and if appropriate, the child themselves. Staff who volunteer to administer and supervise medications, will follow all procedures. All medicine administration procedures adhere to the guidelines in the School Medicine Administration Policy.



Social and Emotional Support for Children

We recognise that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children who provide high quality pastoral care for all of the children in their classes. If we consider that a child needs extra support with their social and/or emotional health, additional support will be put in place by the teacher or teaching assistant working with that child. At times, the school may also wish to seek help from external agencies. In this instance, parents/carers will be informed and consent for referral will need to be obtained.

Fostering Positive Behaviour

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children. If a child has behavioural difficulties an Individual Behaviour Plan is written with the child and parents to identify the specific issues, put relevant support in place and set targets. After any behaviour incident we expect the child to reflect on their behaviour with an adult, sometimes completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Schools approach to Bullying

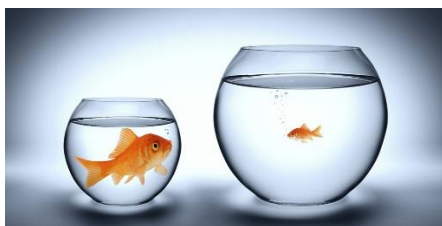
Bullying is anti-social behaviour and can affect anyone. It is unacceptable in our federation and will not be tolerated. We understand that statistically children with special needs are more likely to be subjected to forms of bullying and therefore our staff are very vigilant to any such behaviours. Our behaviour and anti-bullying policy can be accessed on the schools' websites.

Transition - Preparing for the Next Step

Transition is a part of life for all learners. This can be transition into a new class in school, having a new teacher, or moving on to another school. Across the federation, we recognise that 'moving on' can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible. If your child is moving to another school, we will contact the new school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible in accordance with GDPR regulations.

When moving classes within school, all information including Provision Plans, Behaviour plans and EHCPs will be passed on to the new class teacher in advance and teachers will meet to discuss provision.

In Year 6, the SENCo will discuss the specific needs of your child with the SENCo of their new secondary school. This may include creating a 'Personal Passport' which includes information about themselves for their new school. Where possible your child will visit their new school on several occasions and in some cases, staff from the new school will visit your child in their school.



Additional Opportunities for Learning

All learners have the same opportunity to access extra-curricular clubs and activities run by staff or external providers. These clubs vary through the year and may be before, after or during school at lunchtimes. We are committed to ensuring that reasonable adjustments are made to allow participation by all wherever possible.

All staff have training in the requirements of the 2010 Equality Act. 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 by the Equality Act and to ensure it makes 'reasonable adjustments'.

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

Section 1 (1) Disability Discrimination Act

This definition includes learners with long-term conditions such as asthma, diabetes, epilepsy and cancer. Children with these conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may therefore be covered by both SEN and disability legislation.

Further information about the 2010 Equality Act and related issues can be found at:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Staff and governors are all aware that some children with SEN can find forming and maintaining friendships and other relationships both in and out of school potentially challenging. For this reason, we monitor our children closely at play and lunchtimes to ensure they are safe, secure and happy at play. If required, we support them to make friendships through techniques such as modelling, making introductions and teaching specific games with the help of older children. We also ensure that children with SEN are planned for and supported appropriately to enable them to access residential stays and days out where relevant as we understand that these enrichment activities may also potentially cause issues. We have strived to create a culture of loving acceptance in our schools and we teach all children to understand that although we are all different, we are all of equal worth and deserving of love and respect. As a result, incidents of bullying are very rare and children, including those with SEN, say they feel safe and able to be themselves in school.

Funding for SEN

Each of our schools receives funding directly from the Local Authority (LA) to support the needs of learners with SEN. Additional 'Top Up' funding can be accessed for high need children via application to the LA. The amount the LA gives to each school may differ and is detailed in an SEN memorandum. The Executive Headteacher (EHT) decides on the best way to spend the budget for SEN in consultation with the school governors, on the basis of needs in the school and the amount of SEN funding coming in. There will be discussion of all the information they have about SEN in the school, including the children already receiving support, the children needing extra support and the children who have been identified as not making as much progress as would be expected. It is then decided what additional resources, training and support is needed.

Have Your Say

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

Expressing Concern or Making a Complaint

Our aim is to try and ensure that we provide the best possible educational experience we can for all our children, including those with identified SEN. From time to time, it may be that you feel the provision we have made is not what you feel it should be. We will not necessarily know this if you do not tell us, so we would urge you to contact us as soon as possible to discuss your concerns so that we can work together to resolve the issue as quickly as we can. Details about how to raise a concern or a complaint are available on our schools' websites.



Useful Links for Parents/Carers

- [Norfolk Parent Partnership](#)
- [Norfolk Family Information Service](#)
- [Special Educational Needs and Disability Guide for Parents and Carers](#)
- [Council for Disabled Children](#)
- [NASEN](#)
- [Family Voice – for parents/carers of children with SEN](#)
- [Sibs – for brothers and sisters of disabled children and adults](#)
- [Carers Matter – for carers in Norfolk](#)
- [Young Carers](#)
- [Mental Health Resources](#)
- [Child and Adolescent Mental Health Service \(CAMHS\)](#)

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