



Swanton Morley VC Primary School - SEN Information Report 2023-2024

Next review date: *December 2024*

Swanton Morley Primary School strives to provide a rich and stimulating learning environment in which all children can flourish. We want school to be an enjoyable experience for all children.

Introduction

Welcome to our SEN information report. This report is designed to give an overview of the support we provide for children with additional needs and to help parents understand our approach. Schools are required to publish a SEND policy and report on their website containing information about the ways in which they support pupils who require additional support. This information is updated annually.

We welcome contributions and suggestions from both children and adults as to how we can improve this report and the provision we offer. If you have any questions or suggestions regarding this report, please do not hesitate to contact us.

Contacting the School

The following people can be contacted via the school office:

01362 637219

office@swantonmorley.norfolk.sch.uk

Ruth Robinson	SEND governor
Cecilia King	Special Educational Needs Coordinator (SENDCo)
Matt Richards	Head teacher

Special Education Need (SEN) - What does that mean?

At various times in their school life, a young person may need extra support. For example, they may be identified with a special educational need connected to their learning. Alongside this students may have had a life event which needs to be worked on in school as well as at home.

Many children who are identified as needing additional support within the SEN framework, will only require support as a temporary intervention. Some children will need to be supported for longer. Early identification of SEN and the provision of additional support will help them to reach their full potential.

The Code of Practice defines SEN as:

- Having a significantly greater difficulty in learning than the majority of others of the same age; or



Swanton Morley VC Primary School
"Love your neighbour as yourself."

- Having a disability, which stops or hinders them using school facilities used by all the other students.

The Code of Practice identifies four categories of difficulty:

1. Cognition and Learning

Children with cognition and learning needs will learn at a slower rate than other children and may have difficulties with literacy, numeracy or understanding new concepts. These learning needs may be in addition to other educational needs. Some children may have a specific learning difficulty (SPLD) linked to dyslexia (difficulties with learning to read & spell,) dyscalculia (difficulties with number), dyspraxia (coordination difficulties), or to dysgraphia (writing).

2. Communication and Language

A pupil might have a difficulty with speech, language or communication. (SLCN) They may find it hard to articulate sounds and make themselves understood or with understanding what they hear and read. They may find it difficult to understand instructions and/ or take part in conversations.

Some children may have Autistic Spectrum Disorder (ASD) which might mean they experience difficulties with imagination, making sense of the world around them, understanding social situations or managing change. ASD is a medically diagnosed condition and no two children will present in the same way. Some children with ASD may also present with other difficulties including speech and communication, sensory and/or coordination needs.

3. Social, Emotional and Mental Health Difficulties (SE&MH)

A range of difficulties come into the category SE&MH. Some children will have a medically diagnosed condition. Others may be included because they have difficulties in areas such as concentration, making and sustaining friendships, anxiety and behaviours that indicate a need for additional support. Some children may benefit from a medical diagnosis and the school will support parents with this process.

4. Sensory and /or Physical Needs

A wide range of medical conditions fall into this category e.g. visual impairment or hearing loss. Support is tailored to meet the needs of the child on a case by case assessment.

Identification and Assessment of Special Educational Needs

If your child has been identified as being in need of SEN support, the school will provide the 'something extra' that will give them what they need to overcome any barriers to learning. You and your child will be consulted throughout this process and your input and involvement is highly valued.

How do we identify those children in need of additional support?

- Early identification of the student's special needs is important.

How is the student's special educational needs identified?



Swanton Morley VC Primary School

"Love your neighbour as yourself."

- Professionals working in the school and/or with the school. E.G. Speech and Language Therapists, Educational Psychologists, the Doctor, the Hospital, Social workers etc
- Parents, carers and the family sharing their concerns with the school.
- The student might ask for help with the problems they are experiencing.

In line with the Code of Practice 2014, Swanton Morley Primary School encourages parents and carers to work alongside the staff to ensure that pupil's special needs are identified and monitored appropriately.

Class teachers make regular assessments of progress for all pupils and identify where progress:

- Is significantly slower than that of their peers starting from a similar baseline.
- Is not being maintained at a similar rate.
- There is a failure to close the attainment gap between the child and their peers.
- Where the attainment gap between them and their peers is widening.

The school might also identify a child with SEN through one of the following:

- Information from feeder schools and during transitions.
- Assessment of language skills using Wellcomm.
- Analysis of data.
- Observation & more detailed assessment by the SENDco.
- The SENDco may then request a visit from an appropriate professional such as: a Speech and Language Therapist, Educational Psychologist, School to School Support and Social Workers etc.

How we support children

- Teachers are trained to adapt their classroom, teaching and the resources to help all of our children make the best progress they can. The SENDCo and senior leadership team support teachers by providing advice and training and teachers can use the Norfolk SEN Support Documents (PEASS) to support them with this.
- We use various strategies to make sure that children with SEN are included and able to access all aspects of life and learning at our school. The class teacher will ensure that children with SEN can access all areas of learning. Tasks are differentiated to meet the needs of all children in the class and there may be a Teaching Assistant working with your child either individually or as part of a group.

The following may be used

- Visual timetables
- Writing frames
- Computers & software such as IDL – for dyslexia and dyscalculia screening
- Fidget toys.
- Sensory techniques such as sensory circuits.



Swanton Morley VC Primary School

"Love your neighbour as yourself."

- Coloured overlays and paper.
- Timers.
- Individual workstations.
- Ear defenders.

In addition to support in class, we use a range of Interventions to enable children to get back on track. For more details, see the current provision map on the school website.

Children identified as having SEN?

Children with special educational needs are provided with support that may be 'additional to' or 'different from' the curriculum. This support is designed to overcome the barriers to learning and ensure that they can make progress.

If a child is identified as having SEN, a plan is put in place, and reviewed regularly. We call this process 'Assess – Plan – Do – Review'.

Assess

Once it has been noticed that a child is having a difficulty within school, the class teacher, with the support of the SENDCo and other staff working with the child, will carry out assessments in order to identify gaps in knowledge and areas of difficulty. They may complete the identification of needs descriptors in educational settings (INDES) in order to identify the main barrier to learning and decide how to proceed. Other assessments used include Wellcomm screening for language difficulties, phonic, reading and spelling assessments, dyslexia screening and social and behavioural checklists.

Plan

A SEND support plan is developed by the class teacher in collaboration with both the child and parents/carers. A one-page profile is completed and updated regularly. Targets are agreed and reviewed termly or earlier as necessary. We will provide provision that is 'additional to' or 'different from' the normal differentiated curriculum in line with their needs. This provision is intended to overcome the barrier to their learning/SEN and ensure that they can make progress from their starting point.

Do

The planned support or intervention is carried out over an agreed period.

Review

The progress of all pupils on the SEN register is carefully monitored and reviewed by teaching staff and the SENDCo each term. Existing targets are discussed and new ones are set. Progress towards targets is recorded and shared with the child and their parents/carers.



Swanton Morley VC Primary School

"Love your neighbour as yourself."

At the time of writing, the school's 'provision map' is being updated so it becomes an even more effective tool to monitor progress.

If, after going through the Assess, Plan, Do, Review process, we realise we need extra support, we will contact the relevant professionals as earlier mentioned. E.G. Speech and Language Therapists, Educational Psychologists, GP, Hospital, Social workers etc.

EHCP – Educational Health and Care Plan.

- The student may start school with an EHCP.

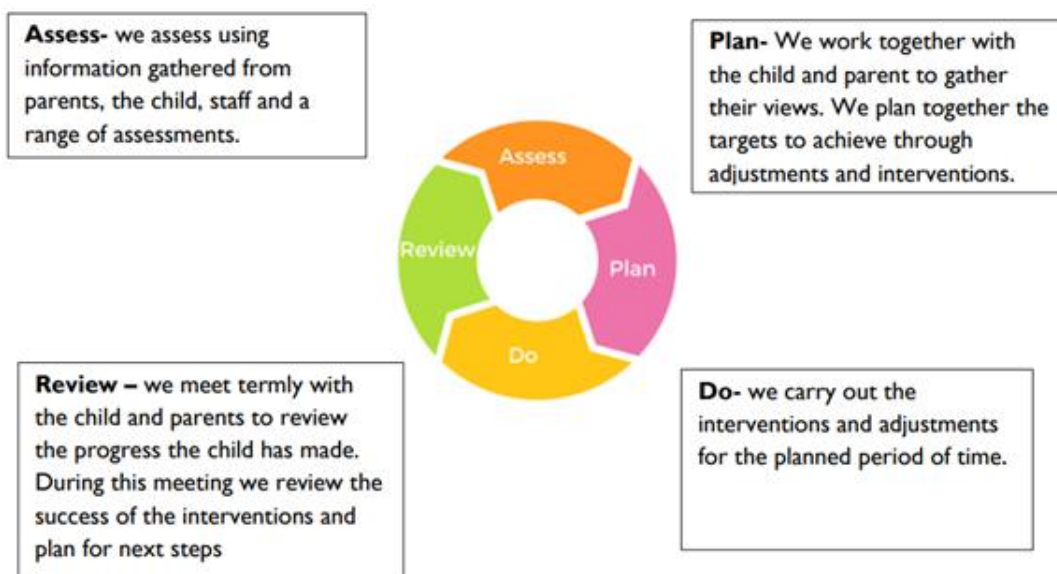
Or

- The school might decide the student needs an EHCP, which clearly highlights their special educational needs and difficulties.
- Therefore, the school will work with professionals and the student's parents/carers to put together accurate information.
- This information is then sent to the Norfolk Special Educational Needs Unit who scrutinizes it and, where appropriate, grants the EHCP.

A student's EHCP is regularly reviewed throughout the school year by school staff. If it is thought necessary relevant professionals will be involved too. However, the student's EHCP will be formally reviewed once a year.

Parents can also apply for an EHCP, paperwork and instructions on this can be found on the Local Offer (see below).

Asses, plan, do, review model from the SEND Code of Practice.





Swanton Morley VC Primary School

"Love your neighbour as yourself."

Outside agencies

As stated earlier the school does seek advice from outside agencies offering specialist services. This is **always** done with the permission of parents/carers.

The school values the expertise of many different agencies including, but not limited to:

- Your GP
- School nurse
- Occupational Therapy
- Physiotherapy
- SALT (Speech and Language Therapy)
- School to School Support
- CAMHS (Child & Adolescent Mental Health Support)
- CEPP (Child Educational & Psychology Service)
- Inclusion team
- Access through technology
- Specialist Resource Bases

Funding for SEN

Swanton Morley Primary School receives funding directly from the Local Authority to support the needs of learners with SEN. The amount can be seen in the Norfolk SEN memorandum. See link below.

<https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

As mentioned earlier

- The school can also apply to the Local Authority for 'top up' funding for learners who need a greater level of support. In order to request this additional funding the school needs to submit appropriate evidence of how the pupil has been supported along with the completion of INDES. (identification of needs descriptors in educational settings) The local authority through moderation, will decide on the allocation of this.
- We strive to ensure that our children, with Special Educational Needs, are appropriately funded by the County so that we can give that extra support for their learning and well-being.
- We have a team of Teaching Assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. We try where ever possible to work with small groups of children to get maximum value for money and to prevent children from feeling isolated from their peers.
- The budget is allocated on a needs basis.



Swanton Morley VC Primary School

"Love your neighbour as yourself."

Complaints

If you are unhappy with any aspect of the support your child is receiving, you should firstly:

Speak to the class teacher

If you are still not happy you should follow these steps in order:

Arrange to meet with the SENDCo

If your problem persists:

Discuss your concerns with the Head teacher

Contact the School Governors. The SEN Governor can help with general SEN issues.

The Chair of Governors will deal with complaints.

Transitions

We encourage all new children to visit the school prior to starting - to have a look at the school facilities, their new classroom and meet the staff who will be working with them.

For children with SEND we would encourage, where appropriate, further visits and meetings to assist the new student to adjust of their new surroundings.

As well as this, we would like to visit them in their current school if necessary.

When children are preparing to leave for high school, we can arrange additional visits.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Equal Opportunities

All our students are included in every part of the curriculum and life of the school. We work hard to include all students on school trips and endeavour to provide the necessary support to ensure that this is successful.

Some parts of our school site are still not accessible to wheelchairs and we are taking advice, making modifications and improving access.

National Research has shown that children with Special Education Needs can be especially vulnerable to bullying. We take all incidents of bullying very seriously and are mindful of this research when looking after all of the children in our care. Please contact the school about any concerns.

Local Offer

This report forms part of what is known as the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. (SEND) The Local Offer provides parents with information about what is available in Norfolk to support their children. For further information visit:

www.norfolk.gov.uk/children-and-families/SEND-local-offer