

**Blofield Primary School**

**Information Report and Policy**

**2023-2024**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Norfolk Local Offer outlines the provision available in our area across health, education and social care for children and young people with SEN. It can be found by clicking on the link below.

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

We believe that every child is an individual with the potential to learn and develop both cognitively, emotionally and socially. Our role in education is to recognise the strengths of every child and to support them in areas they find more challenging so that they gain the skills to thrive in all areas of their life and overcome barriers. This can be achieved through the high expectations we have for all pupils and the building of positive relationships between school, pupils and their families. We strive for inclusion and achievement for all our pupils and value every member of our school community.

This document aims to identify the process of supporting a child in our school and the provision available. This may be because a child has a Special Educational Need (SEN) or disability.

**Staff**

Headteacher: Mrs Teresa Doggett

Special Educational Needs Co-ordinator and Deputy (SENCO): Mrs Rachel Prior

Miss Emma Light

SEN Governor: Mrs Claire Petley

If you are concerned about your child’s learning, progress or emotional needs, the first person to contact is your child’s class teacher as they will know your child best.

You can also contact the SENCO via email: [senco@blofield.norfolk.sch.uk](mailto:senco@blofield.norfolk.sch.uk) or make an appointment via the office.

**What is SEN?**

Children could be identified at any time in their education as having a Special Educational Need (SEN). The Code of Practice 2014 states:

**“**A child or young person has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

* Have a significantly greater difficulty in learning than most children of the same age; or
* Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.”

If your child is identified as having SEN, they will require support that is “additional to and different from” the adapted work provided for their class.

The areas of SEN are identified as:

* Communication and Interaction (Speech and Language)
* Cognition and Learning (e.g. English and Maths)
* Social, Mental and Emotional Health
* Sensory and Physical

**SEND Profile at Blofield Primary School 2023-2024**

At the time of writing, we have 22 children on the SEN register which is 10.3% of our pupils. These based on their primary SEN are:

Communication and Interaction - 36.4%

Cognition and Learning - 59%

Social, Emotional & Mental Health - 2.7%

Physical and/or Sensory

**Funding**

The school receives funding directly from the Local Authority to support the needs of learners with SEN. This is described as a SEN memorandum (notional budget). The base level of funding for April 2023 – April 2024 is £43,523.00. We also apply to the Local Authority for higher needs funding for provision costing more than £6000 which is known as Element 3 Funding.

**How does the school identify and support SEN?**

**STEP 1**

During their school life, many pupils experience delay or difficulties with their learning and do not make expected progress. This may be because of specific cognition and learning difficulties, communication and interaction skills, social, emotional, mental health or physical difficulties. It may be that there is a change in a child’s life that impacts on learning and progress. These identified issues will require adapted work prepared for children by their class teacher and delivered in conjunction with support staff. High quality teaching which is adapted and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Most children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The SEND Code of Practice (2014) is clear that special educational provision is underpinned by this high-quality teaching, adapted to meet individual need. All teachers are teachers of children with special educational needs and teaching such children is therefore a whole school responsibility. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. The class teacher will oversee, plan and adapt work for each child with SEND in their class to ensure that progress in every area is made. They will also manage deployment of support staff working with your child either individually or as part of a group if this is seen as necessary. This support will be explained to you before it starts and regularly reviewed.

Teachers are also aware that attainment in line with chronological age does not necessarily mean that a child is not experiencing difficulties. For example, some children may be high achieving but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and if left unaddressed may lead to frustration which may manifest itself in disaffection, emotional or behavioural difficulties. Teachers will plan for this and provide support and strategies to address these issues.

Various in class strategies and adaptions may be used including:

* Visual timetables to support with transitions during the day
* Writing frames and word banks
* Use of ICT
* Coloured overlays
* Practical apparatus to support learning
* Access arrangements for KS2 SATs
* Talk partners
* Visual prompts
* Checklists
* Positive behaviour charts
* Recording in ways that minimise or eliminate writing
* Pre-teaching of concepts
* Time out and movement breaks

Not every child who experiences difficulties will be identified as having SEN and for some children difficulties will be short-term whilst for others, they may continue throughout their education and adult life. We assess every child’s individual progress from their own baseline.

We will look at evidence including:

* Liaison with pre-schools and nurseries
* Child performing below age expected levels despite interventions
* Child not making progress compared to children at the same baseline, based on class assessments and teacher observations
* Diagnostic assessments carried out by external professionals or school staff
* Child’s progress slowing
* Concerns raised by parent/carer
* Concerns raised by teacher: for example, behaviour or self-esteem is affecting performance
* Liaison with external agencies i.e. physical, sensory
* Health diagnosis through paediatrician

As with all pupils, progress at this stage will be tracked three times per year by the schools tracking systems and parents kept fully informed. If this early support does not impact the child’s progress they will continue to more specific support.

**STEP 2 - Interventions**

Through tracking and discussions, the SENCo and Headteacher, in collaboration with class teachers, will arrange for specific interventions to be undertaken. These may be delivered individually or a part of a small group. Support staff are trained in a range of interventions that would normally run for some weeks before they are assessed for effectiveness. The programmes below are offered by school, if deemed to be appropriate.

|  |  |
| --- | --- |
| **Area of Difficulty** | **Support available** |
| Communication and Interaction | Talkboost Early Years and KS1  Pre-teaching vocabulary  Lego Therapy  Black Sheep Press Resources e.g. Talking and Thinking  Clicker |
| Cognition and Learning | Apples and Pears  Catch-up Literacy  Toe by Toe  Nessy  1st Class@number  SNIP Precision Spelling  Sound Discovery |
| Social, Emotional and Mental Health | ELSA sessions  Benjamin Foundation sessions  Circle of Friends  Social stories  Lego Therapy |
| Sensory and Physical | OT programmes  Touch typing  Specialist equipment |

As early identification of need is key and so it is to be expected that there will be more interventions in the earlier years, which should then be reduced.

Where appropriate, pupils will be assessed at the start and end of an intervention and progress and impact monitored. Teachers will meet termly with the teaching assistants delivering the intervention to discuss areas for development and progress.

Parents will be informed by class teachers if their child is receiving additional support.

If these short-term interventions and adjustments fail to have significant impact on narrowing the gap for children, then a pupil’s needs will be recorded on the SEN register and an Individual Learning Plan (ILP) or Support Plan.

**STEP 3 – Identification of Special Educational Needs**

Once a potential special educational need is identified, four types of action will be taken to put effective support in place:

1 Assess

2 Plan

3 Do

4 Review

This is known as the graduated approach.

Within school we can assess using:

* Sandwell diagnostic maths test
* Single Age Spelling Test
* Yarc Reading Comprehension
* British Picture Vocabulary Scale (vocabulary delays and underlying cognitive ability)
* Salford Reading Test

If assessments and reviews indicate that more specialist advice and support is necessary, outside agencies may become involved with the child. These have previously included:

* Educational Psychology Service – including Educational Psychologists, Learning Support teachers and SEMH practitioners
* The Neurodevelopmental Service – provide assessments for ADHD and ASD
* Occupational Therapy
* Benjamin Foundation – work with children with SEMH difficulties
* Behavioural Support Specialists
* Speech and Language Therapists
* Paediatricians and School Nurse team
* Early Help – supporting families and children
* Autism Anglia
* Access Through Technology – provide communication technology
* Specialist Resource Bases – for short-term placement and outreach work
* Nelson’s Journey – bereavement service

Our SENCo has termly meetings with the Educational Psychology Service to discuss pupils and provision.

ILP targets will be set and reviewed each term and parents will be invited to meetings to discuss these. It may be that targets have been achieved or they may need to continue.

We will also seek the child’s view of their progress against the targets.

In addition, an Identification of Needs Descriptors in Educational Settings (INDES) will be completed at least annually for the child and submitted to County.

Most children will progress with this level of provision and support, however for some pupils, with more complex and significant SEN, requiring support beyond the school’s resources, it may be appropriate for an Education, Health and Care Plan request for assessment to be made.

**STEP 4 – Formal Assessment**

This will be started by the SENCo or parents, in conjunction with other specialist services, following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority:

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

Details of these arrangements are available from the SENCo at the school.

**FAQ**

**How will I know how my child is doing and how will you help me support my child’s learning?**

We believe that your child’s education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

You are welcome, at any time, to make an appointment to meet with either the class teacher to discuss your child’s progress or the SENCo. We can offer advice and practical ways that you can help your child at home.

You will be invited to discuss your child with the class teacher in October and February

If a specific programme and targets have been devised for your child, they will have an Individual Learning Plan. You will be invited to reviews every term where progress against targets and next steps will be discussed. This may be as part of Parent Consultations.

If your child has an Education Health Care Plan, a formal meeting will take place to discuss your child’s progress annually. You will be invited to a meeting by the SENCo.

**How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. This may be carried out through the School Council.

Pupils’ views are sought regularly regarding their experience of school.

If your child has an EHCP or Individual Learning Plan, their views will be sought before any review meeting.

**How does the school know how well my child is doing?**

All children’s progress in learning is measured against national expectations and age-related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

Children who are not making expected progress are picked up through the rigorous termly monitoring. Appropriate interventions will be introduced to help children to reach their potential.

If your child is on a specific learning plan targets will be set and assessed termly and discussed with you.

**What support will there be for my child’s overall well-being?**

We follow PATHS (Promoting Alternative Thinking Strategies) to support the emotional well-being of all our pupils. In addition, we introduced OPAL (Outdoor Play and Learning) at lunch-times to encourage creativity and social skills. Each class has a term of Forest School, one afternoon a week.

We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to well-being. If it is felt that a child would benefit from discussing issues with someone from outside the school, we have access to counsellors and children’s mental health workers who are able to work with children and families.

Support staff are trained in ELSA (Emotional Literacy Support Assistant) and children may be identified to work with them.

We take a strong stance against bullying of all types; see individual policy.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents’ first point of contact. If further support is required, the class teacher liaises with the SENCo. This may involve working alongside outside agencies such as Health and Social Care

**How does the school manage the administration of medicines?**

We have a policy regarding the administration and managing of medicines on the school site.

Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, and the procedure will be explained.

Staff with responsibility for managing medical needs will have regular training and updates of conditions and medication affecting individual children/young people.

Adaptions will be made to ensure children’s medical needs are met.

**What support is there for behaviour, avoiding exclusion and increasing attendance?**

As a school we promote positive behaviour. We aim to any support any child with identified behavioural needs and relevant interventions are put in place. After any behaviour incident we expect the child to reflect on their behaviour with an adult and take a restorative justice approach where appropriate. School may take advice from the Inclusion Team at County.

Attendance of every child is monitored on daily. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged and if attendance is an issue, discussions will be held with parents. The behaviour policy can be found using the following link:

<https://www.blofieldprimary.co.uk/school-policies/>

**What training have the staff supporting children with SEN had or are currently having?**

The whole staff, and individual teaching staff and support staff have benefited from training in, for example:

* Dyslexia
* Dyscalculia
* Autistic Spectrum Condition
* Cerebral Palsy
* ELSA
* Talk Boost
* Emotional Regulation

If a child joins our school with specific needs, we will always endeavour to provide training to staff who will be working with them.

**How will my child be included in activities outside the classroom, including school trips?**

All children and young people are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**How accessible is the school environment?**

See the school’s Single Equalities Schemes and Accessibility Plan. We aim to make our school as accessible as possible within the constraints of the site.

<https://www.blofieldprimary.co.uk/school-policies/>

**How will the school prepare and support my child when joining the school and transferring to a new school?**

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits. Our Reception class teacher visits children in their pre-school/nursery setting and high schools often visit children during the last half-term of Year 6 to discuss transfer and the children have organised activities at the new school.

Thorpe St Andrew High School and Sixth Form runs a programme specifically tailored to aid transition for the more vulnerable pupils.

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.

If your child has complex needs then an Education, Health and Care Plan review will be used as a transition meeting, during which we will invite staff from both schools to attend.

**How are the schools’ resources allocated and matched to the children’s’ SEN needs?**

We ensure that all children who have Special Educational Needs are met to the best of the school’s ability with the funds available.

We have a team of support staff who are funded from the SEN budget and deliver programmes designed to meet group and individual needs.

The budget is allocated on a needs basis which is reviewed regularly.

**How is the decision made about what type and how much support my child will receive?**

The school recognises that excellent teaching enables every child to make the best progress.

The class teacher alongside the SENCO will discuss the child’s needs and what support or teaching strategy would be appropriate.

Support staff will always work under the close direction of a class teacher. We recognise that children/young people need to become independent learners and therefore staff may be assigned to more than one child/young person.

Different children will require different levels of support to bridge the gap to achieve age expected levels.

**Who can I contact for further information?**

* First point of contact is your child’s class teacher to share your concerns.
* Contact Norfolk SENDIASS <https://www.norfolksendiass.org.uk/>

This school information report is part of the Local Education authority Local Offer which has lots of information regarding SEND in Norfolk.

**How are the governors involved and what are their responsibilities?**

The SENCo reports to the Governors every half-term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained.

One of the Governors is responsible for SEN and meets regularly with the SENCo. This is currently Mrs Claire Petley. They also report to the Governors to keep all informed.

The Governors agree priorities for SEN spending with the overall aim that all children receive the support they need to make progress.

**How do I make a complaint?**

If you have any concerns about anything involving your child in school, do talk to us straight away so we can try to find a quick resolution. The process is to talk to the class teacher and if you still have concerns, the SENCo or Headteacher.

We are committed to listening to all concerns and responding quickly and positively. If you feel the matter has not been resolved to your satisfaction, you can access the school’s Concerns and Complaints Policy through the school website or office.

**Who should I contact if I am considering whether my child should join the school?**

Contact the school for an appointment to meet the appropriate member of staff.

[office@blofield.norfolk.sch.uk](mailto:office@blofield.norfolk.sch.uk)

Places are allocated by the Local Authority.

For contact details of Local Authority Children’s Services personnel

<https://www.schools.norfolk.gov.uk/>

Other policies to be read in conjunction with this document: Safeguarding

<https://www.blofieldprimary.co.uk/school-policies/>

*To be reviewed October 2024*

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