



Welcome to our 2021-22 SEND information report, which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.)

All governing bodies of academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At the Reepham Primary School, we are committed to working together with all members of our school communities. This local offer has been produced with pupils, parents/ carers, governors, and members of staff.

If you think your child may have SEND please speak to their Class Teacher in the first instance.

Alternatively, you can email the SENDCo Jennie Sage - jsage@reephamprimary.org.uk or call the school office to arrange a meeting.

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions can be found on the Norfolk County Council, SEND changes web site

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

Our Approach to Teaching Learners with SEND



We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We recognise that many pupils may experience difficulties, which affect their learning, and we know that these may be long or short term.

We regularly monitor and report on pupil progress, and staff assess continually to ensure learning is taking place. Our whole school system regularly monitors progress and includes regular pupil progress meetings for all pupils.

How we identify SEND

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

"A child or young person has SEND 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."

The school uses a variety of ways to identify children who may have SEND:

- Discussions with parents
- Discussions with class teachers and support staff
- Discussions with the pupil
- SENDCo supporting staff in identifying barriers to learning
- Liaison with previous school, staff, or Parent Support Advisor
- SENDCo attending nursery school meetings about individual pupils
- Pre-school assessments
- Pupil assessment and progress monitoring throughout the school year including observations
- Liaison with Educational Psychologists and Advisory Support Teachers.

If a learner is identified as having SEND, we will provide interventions that are 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons: they may have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn; they may not speak English very well; they may be worried about different things that distract them from learning.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services; some of which are provided by Norfolk County Council, these are described below:

The agencies used by the school include:

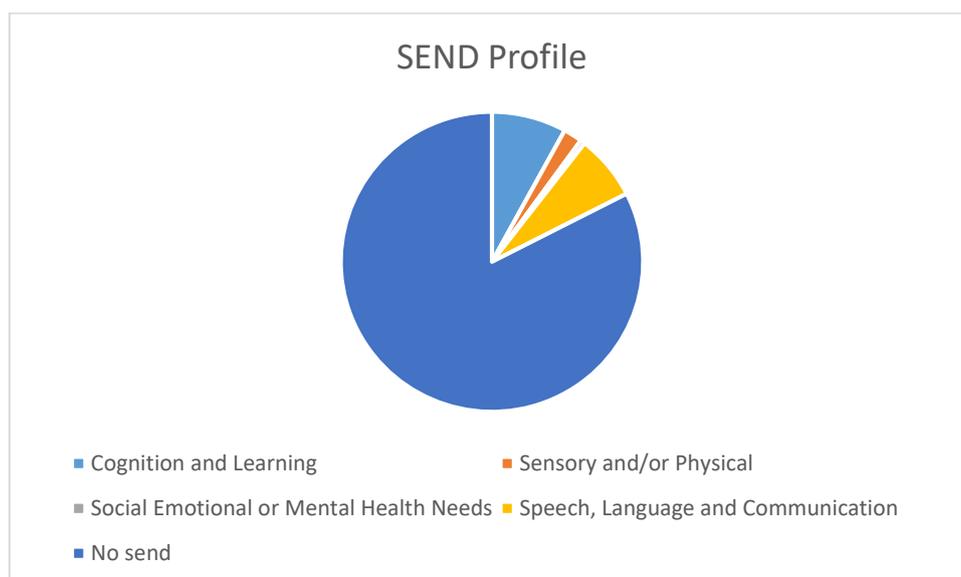
- ASD specialist support team
- CAMHS (Child & Adolescent Mental Health Service)
- Attendance Officers
- Inclusion Support Services
- Children's Therapy Team (Speech & Language/Occupational therapy)
- School Nurse
- Medical Needs Support Team
- Pediatricians
- Willow Tree Learning EP Service

For children who have high level, complex learning needs it may be necessary to apply for Education, Health and Care Plan.

We currently have 17.5% of children in school with an identified additional learning need. We have identified the profile of learners who have Special Educational Needs in the school as the following:

| Cognition and Learning | Sensory and/or Physical | Social Emotional or Mental Health Needs | Speech, Language and Communication |
|------------------------|-------------------------|---|------------------------------------|
| 18 | 4 | 1 | 14 |

This only takes into account the primary need for each child, in reality additional learning needs are often more complicated and children will sometimes have needs that belong in more than one category.



What we do to Support Learners with SEND at Reepham Primary:

All our staff take part in yearly SEN training and the SENDCo holds the National SENDCo certificate as well as the Certified Competence in Educational Testing and SEN Reviewer Qualifications. We are constantly reviewing the knowledge and skills we have as a staff team to ensure we are able to meet the needs of our children.

Our Teachers will use various strategies to adapt access to the curriculum, this will include using-

- Differentiated planning

- Targeted literacy or numeracy interventions led by staff in small groups or 1:1
- Computer software and online APPs
- Visual timetables
- Writing frames
- Positive behaviour rewards system
- Practical activities
- Questioning techniques
- Choice and challenge curriculum scaffolding learning for SEND children

All the staff work together to provide a highly nurturing environment and recognise that emotional support given will improve the children's wellbeing and ultimately help them to be better learners. We have staff trained as mental health champions and a Pastoral Lead to support individual children and families.

We employ Teaching Assistants who deliver support in class and the interventions in the provision map as coordinated by our SENDCo. Specific training is undertaken to meet the needs of particular children. For example, learning Signalong. All working together in a coordinated approach supports children's learning.

The school ensures the children have an input into their learning and this information feeds into planning their learning opportunities.

Each learner identified as having SEND, 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. This support is described on our provision map, describes the interventions and actions that we undertake to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

How do we find out if this Support is Effective?

Monitoring progress of pupils is an integral part of teaching and leadership within our school. Parents, carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do and review' model - where children's needs are assessed, support is planned to meet those needs, the support is put in place and reviewed regularly to check it is meeting the needs of the children. Parents, carers and pupils are involved in every step.



This is reviewed termly with the parent and pupil. If a learner has a Statement or an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. The Head of School specifically monitors the progress of SEND learners and monitors the impact of interventions, to ensure that we are only using interventions that work.

If a parent does not feel that the support that their child is receiving is being effective, in the first instance they can discuss this with the class teacher or the Head of School. If the parent is still not satisfied, they can contact the chair of governors.

Funding for SEND

We receive some funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. A copy of which can be found at Children's Services ICT Solutions (norfolk.gov.uk)

In addition, we bid for top up funding or funding for children with EHCPs (Education Care and Health Plans) or high SEN needs from the local authority. This funding is very limited and none provides full time 1-1 support for SEND children.

2021-22 Top-Up funding for SEND:

- 4 children currently receive top up funding for their needs. This is monitored and applied for termly.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Reepham Primary School, we are offering a range of additional clubs throughout the year. We ensure that these opportunities are available for all children. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head of School to discuss specific requirements. We have an Accessibility Plan that ensures any physical changes that we can make to accommodate pupils is also followed when appropriate.

Equality

The Equality Act 2010 definition of disability is-

'A person has a disability for the purpose of this Act if she/he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.' Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. We recognise that there may be situations where disability and SEN overlap. The 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 adjustments to resources accordingly.

We continually promote through our teaching of PSHE the acceptance of differences in people and celebrate the diversity of the children in our school.

Transition and Preparing for the Next Step

Transitions are part of life for all our learners, planning for these and the anticipation of any barriers is crucial. We work closely with local nurseries and families to support transition into our reception class. For those children that might need additional support to settle in we will arrange this before they start with us.

Pupils may be moving from our school to another or one key stage to another, and they will have new teachers and be moving onto secondary education at some point in their school life. The staff at Reepham Primary School work hard to ensure our pupils experience positive transitions and all relevant details are passed on. Some children need an enhanced transition to ensure it is successful this could involve additional visits to their new setting; individually prepared transition booklets; specific resources or supported time to talk through their concerns. We will work with the child, their family and the new setting well in advance to meet the needs of the child.

Useful links

For more information on all our school Policies and Procedures please look at our website Reepham Community Primary School - [Our policies \(Reephamprimary.org.uk\)](http://www.reephamprimary.org.uk)

To find out about support in education, Learn about special needs services in Norfolk of Find a support network - parents, groups and organisations look at [Norfolk's Local Offer Website- www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

For independent, confidential advice and support about SEND you can contact the Norfolk SENDIASS (Information, Advice and Support Service). They are open 5 days a weekend can be contacted on 01603 707040 or visit their website [Norfolk SENDIASS Home Page \(norfolksendpartnershiassi.org.uk\)](http://www.norfolksendpartnershiassi.org.uk)

For a copy of the governments statutory guidance on SEND you can download The Special Needs and Disability Code of Practice: 0-25 years from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice_June2014.pdf