

## Special Educational Needs Information Report for The Saints Federation 2019-20

### Part of The Norfolk Local Offer for Learners with SEND

The SEN report is updated each year and is published on our website.

At The Saints Federation we aim to provide a positive learning experience for all. We are committed to working together with all members of our school community to create an inclusive culture which offers an accessible, balanced, high quality curriculum for all pupils including those with Special Educational Needs and Disabilities.

We strive to provide all children with the opportunity to achieve their potential. Our passion is to impart children with adequate skills which they can then transfer to future learning. We believe that through building strong relationships with parents, carers and pupils we can encourage high expectations and raise aspirations.

#### Saints Federation SEND Profile

ALL SAINTS	Autumn 2019	Summer 2020
EHCP/Statement	5	4
SEN support	16	15
As of July 2020, SEND pupils make up 28.4 % of the whole school population		

HAPTON	Autumn 2019	Summer 2020
EHCP/Statement	2	2
SEN support	15	15
As of July 2020, SEND pupils make up 47.2 % of the whole school population		

ST ANDREW'S	Autumn 2019	Summer 2020
EHCP/Statement	2	3
SEN support	7	7
As of July 2020, SEND pupils make up 17.54% of the whole school population		

The categories of Special Educational Need as defined in the SEND Code of Practice.



#### **Communication and Interaction**


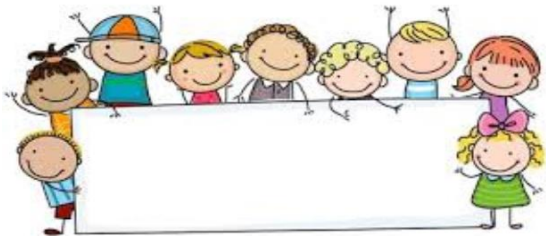
Children with speech, language and communication (SLCN) may have difficulty communicating with others. This may be because they have difficulty saying what they want, understanding others or understanding the rules of social communication.


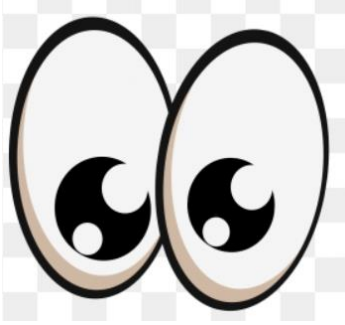

#### **Cognition and Learning**



Children with cognition and learning difficulties may have low levels of attainment across the board, difficulty in acquiring skills (notably in literacy and numeracy) on which much other learning in school depends.

#### **Social, Emotional and Mental Health**

Social, emotional and mental health (SEMH) needs are a type of educational need in which children have extreme difficulties in managing

	<p>their emotional and behaviour. They may become withdrawn and isolated or demonstrate inappropriate responses and feelings to situations.</p> <p><b>Sensory and/or Physical</b></p> <p>Sensory needs include hearing loss, visual impairment, sensory processing difficulties and physical difficulties. These occur for a variety of reasons but the important consideration is the degree to which these difficulties impact a child's ability to access the opportunities of school.</p>
<p>How we identify those pupils with SEN.</p> 	<p>A pupil is considered as having a SEN need if they require support which is 'additional to or different from' the provision offered in the classroom.</p> <p>We believe that early identification is crucial. To support early identification we:</p> <ol style="list-style-type: none"> <li>1. Contact pre-school and parents to discuss the individual pupil's needs.</li> <li>2. Attend online transfer reviews for all pupils with SEND.</li> <li>3. Ongoing teacher assessment as part of high quality first teaching.</li> <li>4. Provide the appropriate intervention. For example, small group support provided by a TA which is pupil specific and child centred.</li> </ol> <p>These strategies allow us to discuss the child's strengths and needs with parents/carers and additional professionals. We can provide appropriate resources, interventions and make quick referrals when necessary.</p>
<p>How we provide provision.</p> 	<p>Any child identified on the SEND register receives additional support. This is outlined on the year group provision map which is written by the SENDCo in line with teacher assessments.</p> <p>This outlines any support in addition to Quality First Teaching which is needed for pupils within the class. It also provides a breakdown of costs if required by the business manager.</p> <p>Teachers and pupils then work together to create a support plan, clearly outlining the pupil's current ability and targets linked to their next steps in learning and including suggested activities. TAs use these plans during</p>

	<p>intervention sessions. These documents are reviewed on a termly basis.</p>
<p>Reviewing provision.</p> 	<p>At the end of the intervention period, the class teacher, TA and pupil review the pupil's learning and state the exit level. The review, plan, do cycle is repeated where necessary.</p> <p>Parents/Carers are invited to meet termly with the class teacher, teaching assistant and where appropriate SENDCo to review their child's learning and celebrate their successes.</p> <p>The SENDCo monitors provision with teachers at the beginning of the intervention period, through discussion with pupils, book monitoring and learning walks.</p> <p>For further information, please see the School Local Offer on the SEN section of the school website.</p>
<p>What does provision look like?</p> 	<p>All teachers differentiate appropriately through Quality First Teaching. Additional support can be some, or all of the following:</p> <ul style="list-style-type: none"> <li>• Small group teaching with a TA or the teacher.</li> <li>• Interventions which are time limited and targeted.</li> <li>• Pre-teaching of vocabulary and concepts.</li> <li>• Use of specialised equipment or resources.</li> <li>• Adult support in the classroom which encourages independence.</li> <li>• Extra time for consolidation.</li> <li>• Smaller learning steps.</li> </ul>
<p>Notional Funding</p> 	<p>Notional funds in SEN budget share:</p> <p>All Saints £36230  St Andrews £22662  Hapton £24505</p> <p>Additional funds are obtained from the Local Authority through a rigorous application process which is completed by the Head Teacher and SENDCo twice yearly. The federation uses SEN money to pay for 1:1 High Needs support, additional adults, specialist support, resources and training for all staff.</p>

	<p>Local Authority Top up funding:</p> <p>All Saints £6914  St Andrews £7117  Hapton £1685</p>
<p>Skills and Expertise</p> 	<p>Across the Federation staff have a wealth of knowledge and training which includes the following:</p> <ul style="list-style-type: none"> <li>• Thrive and Drawing for Talking to support mental health and behaviour.</li> <li>• ASD awareness</li> <li>• Attachment Theory</li> <li>• Various cognition and learning skills to support English and Maths.</li> <li>• Numicon</li> <li>• Precision Spelling</li> <li>• Step On and Up to support behaviour management</li> <li>• Speech and Language</li> </ul> <p>In addition to these skills we have access to Educational Psychologists, Speech and Language Therapists, CAHMS, Point 1, ASD Team and The Community Nursing Team. Training needs for all staff are identified through staff audits, the identification of pupils with specific needs and relate to objectives from the school development plan.</p>
<p>How we involve our pupils.</p> 	<ul style="list-style-type: none"> <li>• Wishes and Feelings</li> <li>• Pupil centred approaches to transitions.</li> <li>• Pupils are invited to attend EHCP reviews where appropriate.</li> <li>• Pupils are involved in creating their own support plans.</li> <li>• Pupils are members of the school council which meets termly to discuss school life and enrichment opportunities.</li> <li>• Pupils are given responsibilities around the school such as recycling, caring for the garden, litter collection and being a school buddy.</li> <li>• Teachers develop planning to reflect the interests of all pupils.</li> <li>• Coronavirus champions.</li> </ul>

### Our Key Priorities for 2019-20

1. Refresh support planning system. All staff to receive training-**Achieved**
2. Implement a SLCN scheme to enable adequate provision and screening- **Partially Achieved due to Covid 19**
3. Training for staff in a drawing and talking in initiative- **Achieved**
4. Step On training to be updated for all staff- **Achieved**
5. Investigate new interventions- **Partially achieved due to Covid 19**
6. Purchase more reading books aimed at boys with reading difficulties- **Achieved**
7. Purchase more books for children with dyslexia- **Achieved**
8. SENDCo to attend training for expressive speech difficulties- **Achieved (T/A)**
9. Staff to be trained by the SENDCo on expressive speech difficulties- **Training was disappointing so not rolled out to wider staff.**

### Our Key Priorities for 2020-21

1. Re-implement trialling of new Speechlink intervention scheme.
2. New interventions to be finalised.
3. Staff training around well-being and SEMH to support pupils after Covid 19.
4. Additional member of federation staff trained as a Thrive practitioner.
5. Purchase of books to reflect population diversity to support understanding and tolerance.
6. Additional planning to support gaps resulting from school closures implemented.
7. Staff training for medical needs.

We hope that this report has been helpful. If you have any questions, please do not hesitate to contact us and we will be happy to answer any questions.

Esme Sexton  
SENDCo

Review Date June 2020  
Date of Next Review 29<sup>th</sup> June 2021

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