

Special Educational Needs Information Report for The Saints Federation 2020-21

Reviewed 3rd June 2021

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 2020	Summer 2021
EHCP/Statement	3	3
SEN support	15	10
As of June 2021, SEND pupils make up 14.5% of the whole school population		

HAPTON	Autumn 2020	Summer 2021
EHCP/Statement	2	3
SEN support	15	11
As of June 2021, SEND pupils make up 28.2% of the whole school population		

ST ANDREW'S	Autumn 2020	Summer 2021
EHCP/Statement	2	2
SEN support	7	15
As of June 2021, SEND pupils make up 24.1% of the whole school population		

The categories of Special Educational Need as defined in the SEND Code of Practice and for which provision is made in our schools.



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

The percentage of pupils within The Saints Federation have the following categories of primary need but may have secondary needs:

C&I 14%
C&L 75%
SEMH 5.5%
S&P 5.5%

children have extreme difficulties in managing their emotional and behaviour. They may become withdrawn and isolated or demonstrate inappropriate responses and feelings to situations.

Sensory and/or Physical

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.

How we identify those pupils with SEN.



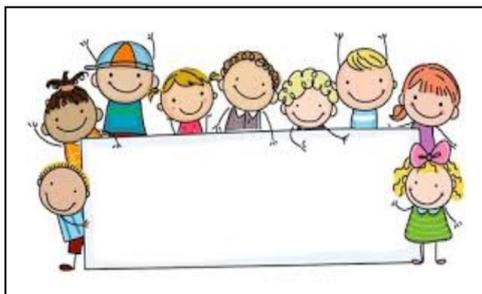
A pupil is considered as having a SEN need if they require support which is 'additional to or different from' the provision offered in the classroom.

We believe that early identification is crucial. To support early identification, we:

1. Contact pre-school and parents to discuss the individual pupil's needs.
2. Attend online transfer reviews for all pupils with SEND.
3. Utilise ongoing teacher assessment as part of high quality first teaching.
4. Provide the appropriate intervention. For example, small group support provided by a TA which is pupil specific and child centred.

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.

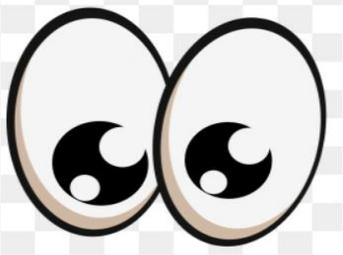
How we provide provision.



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.

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.

Teachers and pupils then work together to create a support plan, clearly outlining the pupil's current ability, targets linked to their next steps in learning and strategies to support

	<p>progress. TAs use these plans during 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 which take place throughout the year.</p> <p>Further information is available on the Local Offer website. The link is available below.</p>
<p>What does provision look like?</p>  <p>Coronavirus adjustments</p> <div data-bbox="244 1305 726 1951" style="border: 1px solid black; padding: 10px;"> <p>During the Covid lockdown pupils continued to receive the individualised support they needed to learn. Children learnt via a range of methods including; the use of Teams and Seesaw, through paper based resources and the loaning of equipment ranging from pencils to laptops. Staff used telephone consultations with parents/carers to support well-being, address concerns and support learning.</p> <p>Additionally, pupils were able to continue with any interventions they previously attended in school via Teams sessions.</p> </div>	<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"> • Small group teaching with a TA or the teacher. • Interventions which are time limited and targeted. • Pre-teaching/over learning of vocabulary and concepts. • Use of specialised equipment or resources such as visual timetables, spelling mats, coloured overlays, sensory objects, specialist paper. • Use of laptops/lpads which include the use of text to speech software and spelling programs. • Adult support in the classroom which encourages independence. • Extra time for consolidation. • Smaller learning steps. • Support for good mental health which includes adult support for morning transitions, access to a quiet space to aid regulation, interventions such as Thrive and PATHS to aid the support of difficult feelings. • Differentiation as part of High Quality First Teaching. This may include an individualised curriculum.

Notional Funding



Notional funds in SEN budget share:

All Saints: £24,024
Hapton: £18,925
St Andrew's: £19,845

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.

Local Authority Top up funding:

All Saints: £11,697
Hapton: £7,526
St Andrew's: £9,021

Skills and Expertise



Training needs for all staff are identified through audits, the identification of pupils with specific needs and relate to objectives from the school development plan.

Across the Federation staff have a wealth of knowledge and training which includes the following:

- A fully qualified SENDCo holding the SENDCo Award
- Thrive and PATHS to support SEMH and behaviour
- Drawing for Talking to support SEMH and behaviour
- ASD and FASD awareness
- Attachment Theory awareness
- Various cognition and learning skills to support English and Maths
- Medical training in specific areas to support pupils with medical needs
- Numicon to support maths
- Precision Spelling
- Step On and Up to support behaviour
- Speech and Language Link intervention
- Occupational therapy techniques to support fine and gross motor skills
- Dyslexia support skills
- Mears Irlen screening
- Strategies to support children with EAL

In addition to these skills we have access to Educational Psychologists, Speech and Language Therapists, CAHMS, Point 1, ASD Team, Dyslexia Outreach, Family Support, Parent support advisors and The Community Nursing Team.

How we involve our pupils.



- Wishes and Feelings
- Pupil centred approaches to transitions.
- Pupils are invited to EHCP reviews.
- Pupils are involved in creating and reviewing their own support plans.
- Pupils are members of the school council which meets termly to discuss school life and enrichment opportunities.
- Teachers develop planning to reflect the interests of all pupils.
- Pupils are given responsibilities around the school such as recycling, caring for the garden, litter collection, being a school buddy and a Coronavirus champions.

Our Key Priorities for 2020-21

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

Our Key Priorities for 2021-22

1. Staff training update for Sound Discovery, Speech and Language Link, Support plans.
2. New interventions to be finalised.
3. Step Up training completed.
4. Additional staff training for pupil specific medical support.
5. Exploration of mental health support for pupils and families post Covid.
6. Review of catch up provision and effectiveness.
7. Additional Thrive practitioner trained for All Saints.
8. Additional adult trained in FSP process.

We hope that this report has been helpful. If you have any questions, please do not hesitate to contact us.

Esme Sexton
SENDCo

Review Date: 3rd June 2021
Date of Next Review 3rd June 2022

All Saints	office@allsaints-diss.norfolk.sch.uk	01379 642767
Hapton Primary	office@Hapton.norfolksch.uk	01508 489395
St Andrews	office@st-andrews-pri.norfolk.sch.uk	01379 687253

Saints Federation policies are available at: <https://federationschools.org/policies/>

Norfolk's Local Offer: <http://www.norfolk.gov.uk/send>

Norfolk SEND Partnership Information, Advice and Support Service (IASS) Provides free, confidential and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers.

T: 01603 704040

E: sendpartnership.iass@norfolk.gov.uk

W: www.norfolksendpartnershipiass.org.uk