

## Special Educational Needs Information Report for The Saints Federation 2023-24

Reviewed 24<sup>st</sup> June 2024

### 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. Our aim 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.

Through our vision, we strive to provide all children with the opportunity to achieve their potential and 'shine as lights in the world.' Philippians 2:15.

#### Saints Federation SEND Profile

ALL SAINTS	Autumn 2023	Summer 2024
EHCP	1	1
SEN support	13	14
As of June 2024, SEND pupils make up 53.84% of the whole school population		

HAPTON	Autumn 2023	Summer 2024
EHCP	2	2
SEN support	12	13
As of June 2024, SEND pupils make up 54.16% of the whole school population		

ST ANDREW'S	Autumn 2023	Summer 2024
EHCP	2	1
SEN support	16	11
As of June 2024, SEND pupils make up 44% 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.**



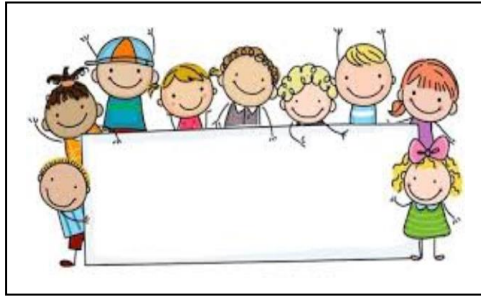
#### **Communication and Interaction**

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.

<p>The percentage of pupils within The Saints Federation have the following categories of primary need but may have secondary needs:</p> <p><b>C&amp;I</b> 29.33%  <b>C&amp;L</b> 10.60%  <b>SEMH</b> 5.33%  <b>S&amp;P</b> 0.07%</p> <p><b>EHCP</b> 5.3%</p> <p><b>National Averages</b>  The percentage of pupils with an EHCP plan has increased to 4.3% up from 4.0% in 2022.</p> <p>The percentage of pupils with SEN but no EHCP plan (SEN support) has increased to 13.0%, up from 12.6% in 2022.</p>	<p><b>Social, Emotional and Mental Health</b>  Social, emotional and mental health (SEMH) needs are a type of educational need in which children have extreme difficulties in managing 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>  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><b>How we identify those pupils with SEN.</b></p> <div data-bbox="338 992 683 1469" data-label="Image"> </div>	<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. Utilise 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><b>How we provide provision.</b></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>



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 progress. TAs use these plans during intervention sessions. These documents are reviewed on a termly basis.

### How do we review provision?

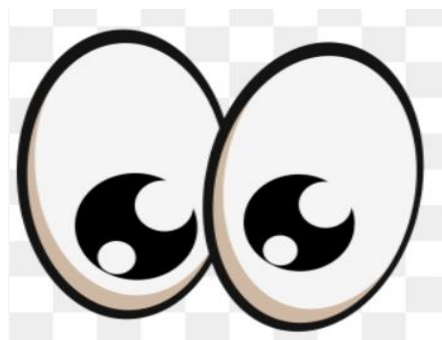


At the end of the intervention period, the class teacher, TA and pupil review the pupil's learning and state the exit level. The review, plan, do cycle is repeated where necessary.

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. 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.

Further information is available on the Local Offer website. The link is available below.

### What does provision look like?



All teachers adapt appropriately through Quality First Teaching. Additional support can be some, or all of the following:

- Small group teaching.
- 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/Ipads 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

	<p>Thrive and Emotion Coaching to aid the support of difficult feelings.</p> <ul style="list-style-type: none"> <li>• Adaptions as part of High Quality First Teaching. This may include an individualised curriculum.</li> </ul>
<p><b>Notional Funding</b></p> 	<p>Additional funds are obtained from the Local Authority through a rigorous application process which is completed by the Head Teacher and SENDCo. 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><b>Notional funds in SEN budget share:</b></p> <p>All Saints: £16,822  Hapton: £24,058  St Andrew's: £20,850</p> <p><b>Local Authority Top up funding:</b></p> <p>All Saints: 0  Hapton: £ 25,350  St Andrew's: £1,350</p>
<p><b>Skills and Expertise</b></p>  <p>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 In addition to these skills we have access to Educational Psychologists, Speech and Language Therapists, CAHMS, Point 1, ASD Team, Dyslexia Outreach, Family Support, Communities and Partnerships Team and The Community Nursing Team. We also hold a termly consultation with the local authority.</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>• A fully qualified SENDCo holding the SENDCo Award</li> <li>• Thrive and Emotion Coaching to support SEMH and behaviour</li> <li>• Trained Thrive practitioners.</li> <li>• ASD and FASD awareness</li> <li>• Attachment Theory awareness</li> <li>• Various cognition and learning skills to support English and Maths</li> <li>• Numberstacks to support maths.</li> <li>• Precision Spelling</li> <li>• Bereavement training</li> <li>• Step On and Up to support behaviour</li> <li>• Speech and Language Link intervention</li> <li>• Occupational therapy techniques to support fine and gross motor skills</li> <li>• Dyslexia support skills</li> <li>• Strategies to support children with EAL</li> <li>• NTP qualified catch up staff</li> <li>• Trained EHAP lead across the Federation</li> </ul>

## How do 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.

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: 24<sup>th</sup> June 2024  
Date of Next Review 24<sup>th</sup> June 2025

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

Norfolk's Local Offer: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

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.

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