

**Carleton Rode and Forncett St Peter CEVA Primary Schools**  
**Special Educational Needs and Disability (SEND)**  
**Information Report**

**September 2021-22**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). This report is published in September and reviewed in July of each academic year, it is also regularly updated by the school SENDCo.

### **Introduction**

Carleton Rode and Forncett St Peter CEVA Primary Schools are inclusive schools and we ensure that children are included in all aspects of learning and school life. From time to time some children require additional support to help meet their needs or improve their learning.

We are committed to working together with all members of our school community. This information report has been produced with children, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer. Key contacts are listed below:

- Interim Executive Head Teacher and SENDCo: Mrs Charlotte Whyte ([head@carletonrode-primary.norfolk.sch.uk](mailto:head@carletonrode-primary.norfolk.sch.uk) / [head@forncett.norfolk.sch.uk](mailto:head@forncett.norfolk.sch.uk) )
- SEN Governor: Mrs Lorna Christoforou-Hazelwood ([office@carletonrode-primary.norfolk.sch.uk](mailto:office@carletonrode-primary.norfolk.sch.uk) / [office@forncett.norfolk.sch.uk](mailto:office@forncett.norfolk.sch.uk) )

This SEND Information Report describes the range of provision and support available to support identified children as and when appropriate. This is subject to change depending on budgetary constraints and policy review.

If you have specific questions about the Norfolk Local Offer please visit: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/what-is-the-local-offer-for-information>.

Alternatively if you think your child may have SEN, please speak to their Class Teacher or contact the school SENDCo. We pride ourselves on the positive and collaborative relationships we have with parents/carers.



## How we Identify and Assess SEN

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

*“A child or young person has SEN 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.”*

SEN learners are grouped in the Code of Practice under four broad areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

|                                     | Carleton Rode Primary           | Forngett St Peter Primary       |
|-------------------------------------|---------------------------------|---------------------------------|
| Overall we have                     | 9.4% of which 1.9% have an EHCP | 5.6% of which 0.9% have an EHCP |
| Communication and interaction       | 3.7% of our SEN children        | 2.8% of our SEN children        |
| Cognition and learning              | 1.9% of our SEN children        | 1.9% of our SEN children        |
| Social, emotional and mental health | 1.9% of our SEN children        | 0% of our SEN children          |
| Sensory and/or physical             | 1.9% of our SEN children        | 0.9% of our SEN children        |

The national figure for 2020 SEN identification is 14.8%, 1.8% of children with Statements or EHCPs and 12.8% of children at SEN support.

Our schools are committed to ensuring that all learners have access to learning opportunities. We know when a child needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the child’s previous school or the child themselves
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.

- Observation of the child indicates that they have additional needs

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier/s to their learning.

Learners can fall behind in school for many reasons such as:

- Absence
- Attendance of different schools (i.e. inconsistent opportunity to learn)
- English as an Additional Language (EAL)
- Social and Emotional concerns
- Medical Conditions

We ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their class teacher. We have a range of assessment tools available within the school and some which we share with our cluster of schools.

For some learners we may want to seek advice from specialist services. Carleton Rode CEVA Primary School is part of the Old Buckenham Cluster and Fornsett St Peter is part of the Long Stratton Cluster. We commission support from:

|  |   |
|--|---|
| Speech and Language Therapy  | <a href="http://www.ecch.org/our-services/services/cf-speech-and-language-therapy-for-children-and-young-people/">www.ecch.org/our-services/services/cf-speech-and-language-therapy-for-children-and-young-people/</a>      |
| Ormiston Point 1 Counselling Service                                       | <a href="http://www.ormiston.org">www.ormiston.org</a>  |
| Child and Adolescent Mental Health Service (CAMHS)                         | <a href="https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/">https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/</a>   |
| Willow Tree Educational Psychology Service                                 | <a href="http://www.willowtreelearning.co.uk/aboutus.php">www.willowtreelearning.co.uk/aboutus.php</a>  |
| Virtual School Sensory Support (for children with visual or hearing needs) | <a href="http://vsss.virtual-school.org.uk/about">http://vsss.virtual-school.org.uk/about</a>   |
| Access Through Technology  | <a href="http://www.schools.norfolk.gov.uk/Pupil-needs/Access-Through-Technology/index.htm">www.schools.norfolk.gov.uk/Pupil-needs/Access-Through-Technology/index.htm</a>  |
| English and an Additional Language (EAL)                                   | <a href="http://www.schools.norfolk.gov.uk/Pupil-needs/Minorities-Achievement-Attainment-Service-MAAS/NCC134932">http://www.schools.norfolk.gov.uk/Pupil-needs/Minorities-Achievement-Attainment-Service-MAAS/NCC134932</a> |
| School 2 School Support  | <a href="http://www.s2ssupport.co.uk/">www.s2ssupport.co.uk/</a>  |

The decision to do this is made by the schools and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support

For a very small percentage of children, whose needs are significant and complex, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.



## **Our Approach to Teaching Learners with SEN**

At Carleton Rode and Forncett St Peter CEVA Primary Schools we believe in participation for all. We want to create an inclusive culture in our school and we strive to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. In the first instance, all children access quality first teaching, with teachers holding high expectations for all their children. They ensure that all teaching is based on building on what your child already knows, can do and can understand. Teachers use a range of learning styles so that every child can fully engage with their learning and may use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards systems
- Sloping writing desks

Each learner identified as having SEN, 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. In consultation with the individual child and parents/carers, teachers will complete an 'Individual Education Plan' (IEP) and/or a 'One Page Profile' to ensure that children are fully involved in their own learning.

The support we provide is described on a provision map, which outlines the interventions and actions we deliver to support learners with SEN across the year groups. We modify the provision map regularly to reflect the changing needs of our learners and we work closely with other schools and professionals to ensure that we identify and deliver high quality intervention programmes.

We monitor progress of all learners, and staff continually assess children to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with staff.

For children who are looked after (LAC) or adopted and also have special educational needs the school works closely with the Virtual School, carers and outside agencies to ensure bespoke provision.

## **How do we find out if this support is effective?**

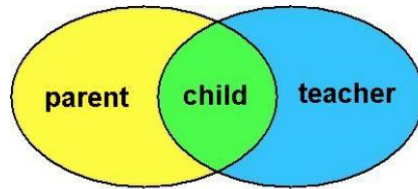
Monitoring progress is an integral part of teaching and leadership at Carleton Rode and Forncett CEVA Primary Schools. We follow the 'assess, plan, do, review' model and ensure that both parents/carers and children are involved in the process. Before any additional provision is selected to help a child, the class teacher, parents/carers and child agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers, teaching and support staff will be directly involved in the review of progress. This review can be built in to the intervention itself, or it can be a formal meeting held

at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, as well as an annual formal review of the EHCP.

Class teachers may also keep you informed via home/school contact books, letters, reports and additional meetings as required.

The school SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.



### **Children with Medical Needs**

Children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents/carers and if appropriate, the child themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the guidelines in the School Medicine Administration Policy.



### **Social and Emotional Support for Children**

We recognise that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children who provide high quality pastoral care for all of the children in their classes. If we consider that a child needs extra support with their social and/or emotional health, additional support will be put in place by the teacher or teaching assistant working with that child. At times, the school may also wish to seek help from external agencies. In this instance, parents/carers will be informed and consent for referral will need to be obtained.

### **Fostering Positive Behaviour**

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children. If a child has behavioural difficulties an Individual Behaviour Plan is written with the child and parents to identify the specific issues, put relevant support in place and set targets. After any behaviour incident we expect the child to reflect on their behaviour with an adult, sometimes completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

### **Schools approach to Bullying**

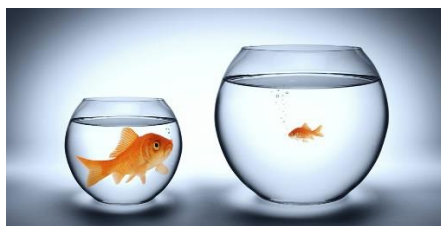
Bullying is anti-social behaviour and can affect anyone. At Carleton Rode and Forncett CEVA Primary Schools it is unacceptable and will not be tolerated. We understand that statistically children with special needs are more likely to be subjected to forms of bullying and therefore our staff are very vigilant to any such behaviours. Our anti-bullying policy can be accessed on the school website.

## Transition - Preparing for the Next Step

Transition is a part of life for all learners. This can be transition into a new class in school, having a new teacher, or moving on to another school. At Carleton Rode and Forncett CEVA Primary Schools we recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school we will contact the new school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes within school, all Information including IEPs and EHCPs will be passed on to the new class teacher in advance and teachers will meet to discuss provision.

In Year 6, the SENDCo will discuss the specific needs of your child with the SENDCo of their new secondary school. This may include creating a 'Personal Passport' which includes information about themselves for their new school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



## Additional Opportunities for Learning

Our best endeavours are undertaken to ensure that children with SEND are able to fully engage in all extra-curricular activities. Our schools offer a range of additional clubs and activities, including gardening, local history, cookery, tennis, art, film, mindfulness and athletics. (subject to Covid restrictions) A timetable of clubs can be found on the school website. We are committed to making reasonable adjustments to ensure participation for all.

## Funding for SEN

The schools receive funding directly to the school from the Local Authority to support the needs of learners with SEN. Additional 'Top Up' funding can be accessed for high need children by application to the Local Authority. The Executive Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher and SENDCo discuss all the information they have about SEND in the school, including the children already receiving support, the children needing extra support and the children who have been identified as not making as much progress as would be expected. It is then decided upon what resources, training and support is needed.

## Have Your Say

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

Complaints from parents/carers of children with SEN should be directed to the School SENDCo or Head Teacher in the first instance.



### Useful Links for Parents/Carers

- [Norfolk Parent Partnership](#)
- [Norfolk Family Information Service](#)
- [Special Educational Needs and Disability Guide for Parents and Carers](#)
- [Council for Disabled Children](#)
- [NASEN](#)
- [Family Voice – for parents/carers of children with SEN](#)
- [Sibs – for brothers and sisters of disabled children and adults](#)
- [Carers Matter – for carers in Norfolk](#)
- [Young Carers](#)
- [Mental Health Resources](#)
- [Child and Adolescent Mental Health Service \(CAMHS\)](#)
- [Autism Anglia](#)
- [Nelsons Journey](#)
- [Dyslexia Outreach](#)

**Publication Date: September 2021**  
**Review Date: July 2022**

