

Special Educational Needs & Disability Information Report 2020 - 2021

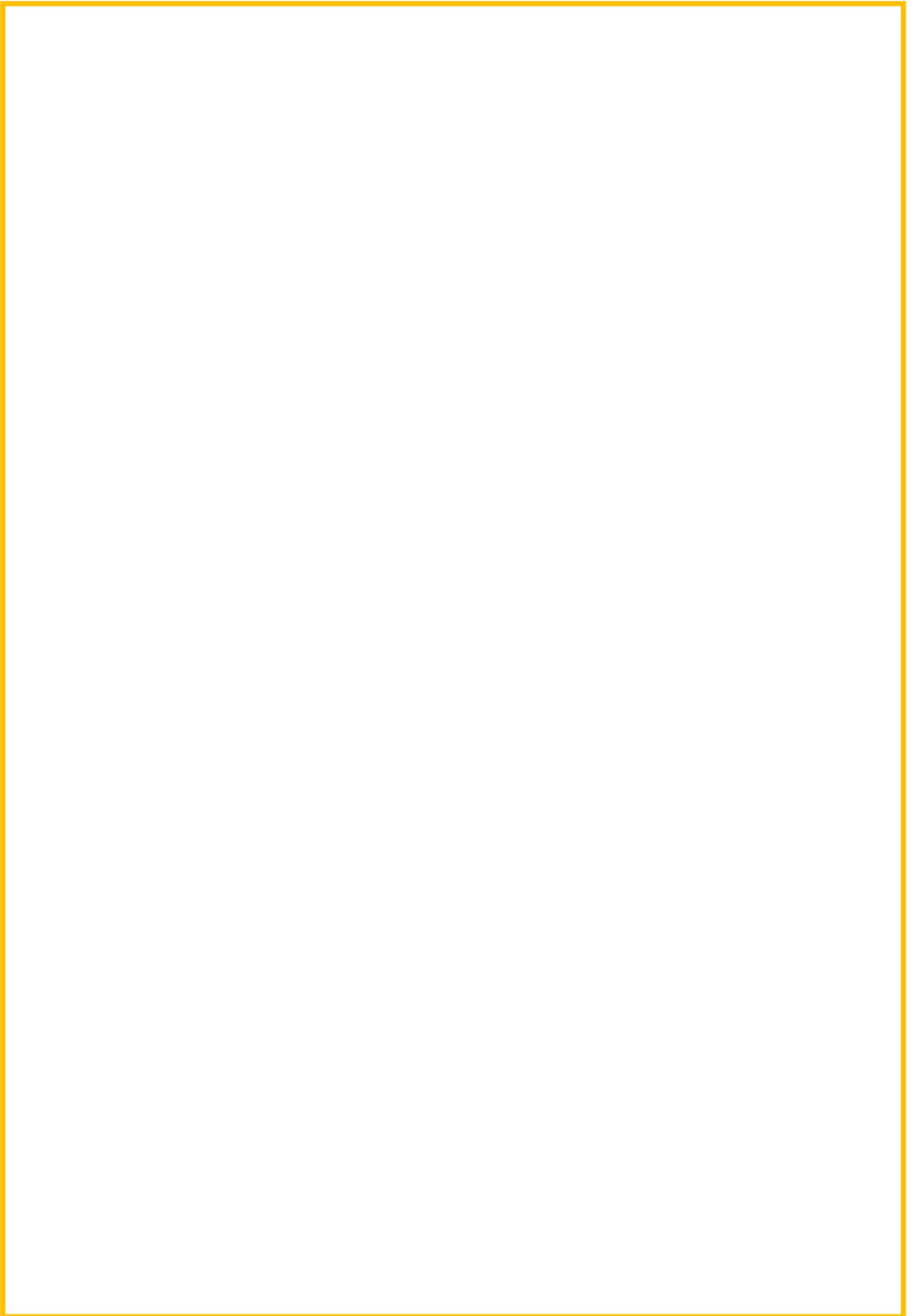


Date written: November 2020

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Approved by: Mrs Lawson, Principal

Approved by: Miss Woodrow, SEN
Governor



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Please see our website for our separate SEND Policy

Special Educational Needs & Disability (SEND) Information Report

The Local Offer

Welcome to our SEND Information Report. This report forms part of the Norfolk Local Offer for SEND. The Local Offer is an authorities publication of all the provision they expect to be available across education, health and social care for children and young people in their area who have SEND.

More information on the local offer can be found at:

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

How is the SEND Information Report different to the SEND Policy?

- Our SEND Policy outlines our vision for SEND.
- The SEND Information Report provides information and details about how we have implemented this policy.

All governing bodies of maintained schools, and proprietors of academies, have a legal duty to publish information on their website about how they implement their SEND Policy.

Our SEND Policy is written and published separately to this document and it can be found on our website.

Information report consultation & review

Our SEND Information Report is officially reviewed and updated annually. However, any changes to information that occur during the school year we aim to update as soon as possible.

At Costessey Primary we are committed to working together with all members of our school community. If you would like to be involved in the review of this report please do not hesitate to contact us.

Our SENDCO

Ms Choo Chean Laband is the Special Educational Needs and Disability Coordinator (SENDCO) for Costessey Primary School. Ms Laband is contactable via the school office on the details below:

office@costesseyprimary.co.uk

01603 74 22 03

Ms Laband has successfully completed the National Award for the SEN Coordination. This is a qualification that all SENCOs must have competed within three years of being in the role.

We run SEN continuous professional development (CPD) for teachers at least every term. In addition to this, Ms Laband also holds drop in sessions where staff can ask questions as well as having the opportunity to share good practice in relation to SEN.

Role of the Designated Teacher for LAC

Ms Laband is also our [Designated Teacher for Looked After Children](#) (LAC). This means that she has the lead responsibility for ensuring that everyone in our school supports the achievement of looked after, and previously looked after children.

We see each looked after child as an individual. Their personal education plan (PEP), which forms part of their wider care plan, is carefully developed and implemented. We always ensure that the child's views are central to this process and PEP's are reviewed termly.

If a child who is LAC also has an EHC Plan we coordinate these meetings to ensure that there is consistency in the approach of all individuals involved in the child's care.

More information on the role of the designated teacher can be found here:

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

If you are a foster carer, or you would like further information on how Norfolk provides for children in care, please visit the Virtual School website which can be found here:

<http://www.schools.norfolk.gov.uk/vs4cic>

Identification of SEND

This flow chart explains the process of how we identify whether a child has a special educational need.

Stage 1 - Class Teacher

- Potential SEN is identified by teacher, parent or external agency.
- Class teacher to use Internal SEN Referral Form to begin 2 week cycle of Assess, Plan, Do, Review (APDR)
- If APDR unsuccessful, class teacher is to submit SEN Referral Form to SENCO.



Stage 2 - Class Teacher

- Class teacher & SENCO to meet to discuss SEN Referral Form & outline future provision if needed.
- 6 week cycle of Assess, Plan, Do & Review to be implemented. Parents informed.
- Class teacher to continue to monitor concerns on SEN Referral Form & gather evidence.



Stage 3 - SENCO

The child's need are being met & progress is referenced on SEN Referral Form. Child may continue to need some class support but there is no identified SEN need.

Stage 3 - SENCO

Concerns remain. Observation, pupil voice & any relevant assessments are used to further identify the child's needs. Parents informed. Recommendations for further support will be made by SENCO.



Stage 4 - SENCO

Child is no longer a concern for SEN.



Monitoring

Child's progress is reviewed through existing pupil progress meetings involving class teacher & SLT



Stage 4 - SENCO

Findings from assessments shared with teacher & parents. SENCO to decide if child is to join the SEN register & at what level of need.

- SENCO to contact parents to seek permission to place child on reg-



SEN Support

Plans & provision tracked & reviewed via Provision Map at least half termly. Regular meetings with parents.



EHCP

Plans & provision tracked & reviewed via Provision Map. Regular meetings with parents. Annual EHCP review.

How we adapt our curriculum for SEND

We adapt our curriculum and learning environments so that they are accessible to children with SEN. This is to ensure that children with SEN can access learning alongside their peers wherever possible.

Below are just some of the ways we ensure that all children have access to Quality First Teaching:

- Consistent three step routines with visuals used throughout school.
- Classrooms are clearly labelled with words and visuals.
- Instructions given in small chunks with visual cues.
- Range of multi-sensory approaches used to support spoken language e.g. use of manipulatives in Maths, artefacts in History etc.
- Additional processing time given where needed.
- Furniture arranged/adapted to enable children with sensory or physical needs to access learning within the classroom.
- Use of 'now and next' boards and visual timetables.
- Use of social stories to process change and emotions.
- Pre-teaching of subject vocabulary.
- Links to prior learning are explicitly made.
- Use of whiteboards for note taking to support short term memory.
- Quiet areas for working and use of visual timers.
- Movement breaks.
- All slides using contrast colours according to sensory needs of the class.

Access though technology

We will also make referrals to the Access Through Technology (ATT) team if a child has a severe or complex communication difficulty and would benefit from using communication technology to help them to learn. i.e. Using a laptop if a child has a disability that prevents them from holding a pencil etc. More information on ATT can be found here:

<http://www.schools.norfolk.gov.uk/Pupil-needs/Access-Through-Technology/index.htm>

SAT's arrangements for children with SEND

We follow to guidance published by the Department for Education (DfE) on access arrangements for Standard Assessment Tests (SATs).

Children who have an EHCP or use modified large print (MLP) or braille will automatically qualify for additional time.

Additional time may also be beneficial for children who require additional time under test conditions to properly demonstrate their knowledge and understanding or those who use the standard or enlarged print versions of the test.

For more information please see here:

<https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Additional support for learning

We aim for all children on the SEN Register to receive additional support for learning, in addition to Quality First Teaching, during the school year.

This is often referred to as 'focused provision.' We have a number of focused provisions running this year which cover the four broad areas of need.

Cognition & Learning

1:1 Multi-Sensory Reading - This is a precision teaching programme. that makes up the bulk of our 1:1 sessions.

Other options

- Nessy
- Toe by Toe
- Power of 2
- Plus 1

Social, Emotional & Mental Health

- 1:1 Pastoral Support Sessions - These are tailored to each child and include a range of therapeutic activities chosen by our pastoral team members.
- Lego Therapy
- 1:1 Support Sessions run by Miss Hubble who is completing her counselling qualification.
- Boris can Beat It

Sensory & Physical

- Fine motor skill sessions
- Gross motor skill sessions
- We are currently exploring if we have capacity to set up sensory circuits.

Communication & Language

- WellComm
- Attention & Listening focus sessions
- Phonology focus sessions
- Vocabulary Pre Teaching
- Talk Boost KS1 and KS2

We run a baseline assessment prior to each child starting their sessions in order to judge the effectiveness of our focused provision.

Key staff in relation to SEND

Your child's class teacher and teaching assistant will always be your first port of call if you have any questions or concerns relating to your child's learning. We are also fortunate to have other highly skilled members of staff who provide additional support & provision for children with SEN.

Your child may be supported by some of the following people:

- Mrs Vicky Land - Vice Principal and Behaviour Lead
- Mrs Karen Butcher - Safeguarding Lead
- Miss Amy Hubble - Behaviour Support and Therapy Provision
- Mrs Kellee Daynes - KS2 Pastoral (The Hive)
- Mrs Sammy Adcock - KS2 Pastoral (The Hive)
- Mrs Amanda Youngman - KS1 Pastoral (The Honeypot)
- Miss Chloe Youngman - KS1 Pastoral (The Honeypot)
- Mrs Laura Poll - SEND Team
- Mrs Rachel Bradford - SEND Team
- Miss Megan Curtis - SEND Team
- Mrs Shefa Zulkifley - SEND Team
- Mr Melvin Hill - PE Team
- Mr Kieran Gorham - PE Team

We have members of staff who are trained Mental Health Champions and all teachers are trained in recognising the signs of domestic abuse.

Assessing and reviewing the progress of children with SEN

At Costessey children will be monitored, observed and assessed in order for us to understand the child as a whole. The assessments used depends on the child's needs, age and understanding. Some of the assessments we use are:

- Wellcomm screening for speech & language
- The British Picture Vocabulary Scale (BPVS II)
- Sandwell Early Numeracy Test & The Single Word Reading Test
- Nesy reading and phonics baseline
- High and medium frequency word lists
- Strengths & Difficulties Questionnaires
- Boxall Profile Assessments

If appropriate, children will also take part in our assessment weeks. We currently use _____ tests for English and Maths.

All the children on our SEN Register also have their own learning plans and personal targets. These targets are reviewed at least every half term and they are always designed to be SMART Targets.



External services and support

We are able to draw upon the expertise and support of a variety of external agencies in order to best support our children with SEN and their families.

- EPSS - Educational Psychology and Specialist Teacher Services.
<https://www.norfolkepss.org.uk/>
- East Coast Community Healthcare Speech & Language Services
<https://www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/speech-and-language/childrens-speech-and-language-therapy-service>
- Point 1 Mental Health Support
<https://point-1.org.uk/>
- Child & Adult Mental Health Services (CAMHS)
<https://nsft.nhs.uk/Our-services/Pages/Child-and-Adolescent-Mental-Health-Services.aspx>
- Early Help Hub
<https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

Partnership with Parents

Our teachers welcome every child into class in the morning and are always readily available should parents have any questions about their child's education. Senior Leadership are regularly on the school gates.

At Costessey Primary we use a system called Provision Map in order to ensure that parents of children with SEN are informed and involved in their child's education. Please see our SEND Policy for further details.

We also hold parent meetings twice a year in both the Autumn and Spring term and parents can also book in to speak to our SENCO to discuss their child's needs and provision.

Other methods of communication

- Some children may have home school contact books if we are aware that parents are not able to pick up and drop off each day.
- Children in EYFS will have a Tapestry Online Learning Journal
- <https://tapestryjournal.com/>
- We use Parent Mail to ensure essential information is delivered directly to parents.
- <https://www.parentmail.co.uk/>

Advice for the parents of children with SEND

It is important that the parents of children with SEN have access to up to date information, advice and support.

Here are some services that parents may find useful:

- The Norfolk SEND Partnership - <https://www.norfolksendpartnershiass.org.uk/>
- SENsational Families - <https://www.sensationalfamilies.org.uk/>
- Autism Anglia - <https://www.autism-anglia.org.uk/>
- The Family Information Service - <https://www.norfolk.gov.uk/children-and-families/childcare-and-early-learning/family-information-service>
- Independent Parental Special Education Advice (IPSEA) - <https://www.ipsea.org.uk/>
- Family Voice - <http://www.familyvoice.org.uk/>
- Kids Mediation - <https://www.kids.org.uk/> /

Transition arrangements

Where a change of school occurs the SENDCO, along with the Principal, will be responsible for ensuring the transfer of relevant documentation relating to the child with SEN.

When transferring to secondary education, there is liaison between the appropriate primary and secondary school staff. Children with SEN often receive an additional enhanced transition day. These are organised by the secondary schools and our SENCO attends with the children wherever possible to ensure that they feel comfortable.

The majority of our Year 6 children transfer to Ormiston Victory Academy or Taverham High.

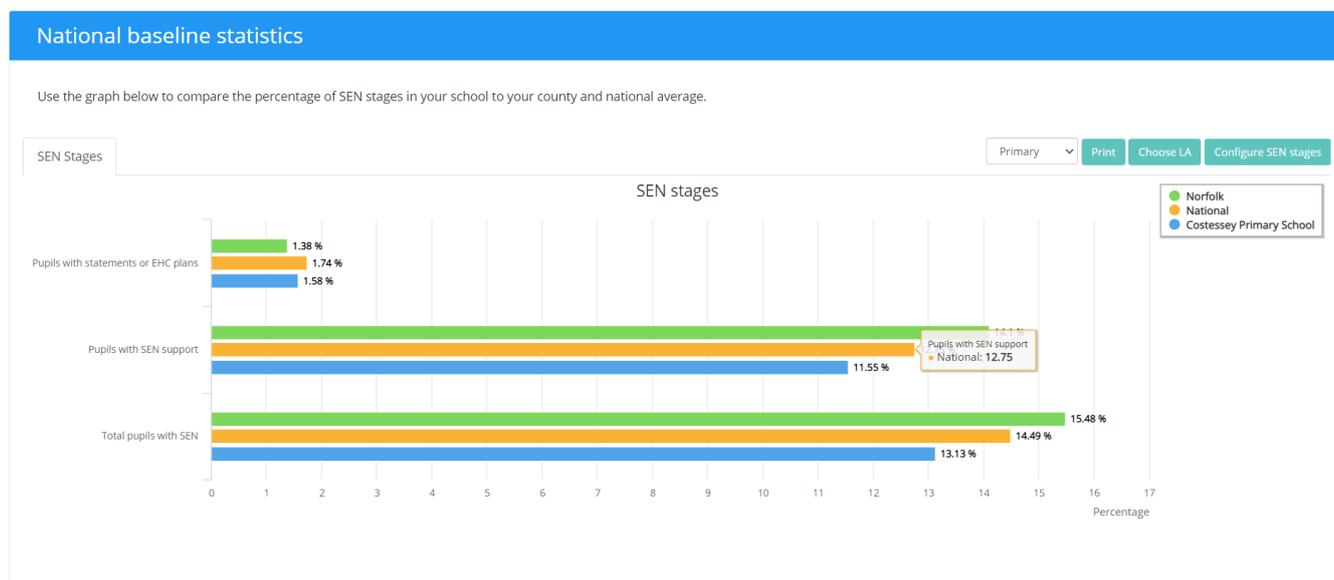
- OVA SEN info: <http://www.ormistonvictoryacademy.co.uk/send/>
- Taverham High SEN info: <http://www.taverhamhigh.norfolk.sch.uk/SEND-Information>

When transferring years at Costessey Primary there is always a thorough handover between class teachers. The SENCO may attend these meetings to discuss specific needs and how to meet them.

All children have transition time with their new class teacher and children with SEN will receive a transition social story if appropriate. Children with SEN may have more than one transition meeting so that they have time to adjust to their new teacher and classroom setting.

Our school's current data for SEN

This graph below shows the current picture* of SEN in our school according to how many children require SEN Support and the number of children who have an EHC Plan.



This table shows* the number of children who are on our SEN Register in each year group and their primary need. These 4 broad areas of need are defined in the SEN Code of Practice which can be found here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cognition & Learning	1	1	7	5	7	10	8
Sensory & Physical	2	2	3	3	1	1	3
Communication & Language	1	4	1	2	4	3	1
Social, Emotional & Mental Health			1	4	5	1	3

Breakdown of SEN by Year Group

The following table shows the % of children with SEND in each year group.

EYFS

Early Identification of SEND in EYFS is under way and we expect the current figure to rise considerably with Communication & Interaction being one of the prime areas of need for the cohort.

Year 1

Identification of SEN in our current Year 1 cohort was interrupted due to Covid-19. We continue to identify SEN as a priority for this year group and therefore this figure will also rise.

Year Group	% SEND at date of publication
EYFS	3.5%
Year 1	8.3%
Year 2	13.4%
Year 3	14.6%
Year 4	17%
Year 5	16.7%
Year 6	16.9%

National statistics for SEN can be found here: <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020>

Covid-19

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schooling to continue for a limited number of children. This included those who were classed as vulnerable and the children whose parents were critical to the Covid-19 response.

Vulnerable children included those who were supported by social care, those with safeguarding and welfare needs, looked after children and those with EHCPs. Working in partnership with children with SEND and their parents was a key element of our practice during this new and unprecedented time.

- The management team, in partnership with the pastoral team, analysed the needs of all children on roll. All families that were deemed at risk were offered places in school and a large number of families received regular well being calls.
- Individual risk assessments were written for all children with an EHCP. External advice was sought where necessary so that this reflected the relevant guidance as it was issued.
- All children with an EHCP, who were not issued a shielding letter, were offered places in school.
- Children with SEN, who were being educated at home, received differentiated learning packs. This often included the delivery of physical resources & printed activities.
- The school SENCO wrote individual letters to reassure every child on the register.
- Regular SEND updates were posted on Class Dojo for parents.
- Where statutory processes related to SEND were in action, the SENCO continued to maintain communication with parents so that their views were actively sought and considered.
- The SENCO was in regular contact with external professionals to organise alternative provision & assessments where possible i.e. some children had virtual SALT assessments.

Glossary

This is a guide to some of the commonly used words and abbreviations that you may see in information about education and special educational needs.

SEN - Special Educational Needs

SEND - Special Educational Needs and Disability

SENCO - Special Educational Needs Co-coordinator

SEND COP - Special Educational Needs & Disability Code of Practice

LAC - Looked after children

PEP - Personal Education Plan

EYFS - Early Years Foundation Stage

KS1/2 - Key Stage 1 or Key Stage 2

DfE - Department for Education

SATs - Standard Assessment Tests

Notes:



Costessey
Primary School