

## SEND Information Report for Suffield Park Infant and Nursery School 2020-21

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

#### **Introduction**

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Suffield Park Infant and Nursery School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Mrs Nichola Stewart – Head Teacher

Mrs Sarah Walker– SENDCO

Mrs Alyson Appleyard - SEND Governor

If you have specific questions about the Norfolk Local Offer please look at their website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have a Special Educational Need please speak to their Class Teacher, or contact Mrs Sarah Walker our SENDCO on 01263 513296 (Thursdays) or, via e-mail [swalker74rw@nsix.org.uk](mailto:swalker74rw@nsix.org.uk)

At, Suffield Park Infant and Nursery School, we also have an SRB for Speech and Language, where children from schools are placed via an application and panel process operated by the Local Authority. For further information please contact Rebecca Cooper, Lead Teacher, via the school office or <http://www.suffieldparkinfantschool.co.uk/special-resource-base-srb/srb-information/>

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

At Suffield Park Infant and Nursery School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

At Suffield Park Infant and Nursery School, we value learning for all. We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information about our approach please ask to see our Teaching and Learning Policy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assesses progress ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and moderation of work.

### **How we identify SEND**

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

“A child or young person has SEND 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.”

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

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Suffield Park Infant and Nursery School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2020-21 shows that we have 38 Children 22% (September 2020) identified as having SEND, one of these (3%) have an Educational and Health Care Plan.

68%of SEND children are identified as having SEND linked to Communication and Interaction

11% linked to Cognition and Learning

21% linked to Social, Mental and Emotional Health

0 % linked to Physical and Sensory

## **Assessing SEND at Suffield Park Infant and Nursery School**

We have a range of assessment tools available within school and through our SENDCO and specialist teacher, Sarah Walker (CCET Competence Certificate in Educational Testing) who is based at our school, on a Thursday (swalker74rw@nsix.org.uk). We use the following assessment tools where deemed appropriate and necessary:

- NAPS- Norfolk Assessment Pathway
- BPVS (British Picture Vocabulary Scale) - receptive language
- Ravens Matrices- Non- verbal reasoning
- Salford Sentence Reading and Comprehension
- Young's Parallel
- Spelling GL Spelling
- High and Medium Frequency – word reading and spelling
- Letters and Sounds phase placement test
- Memory Digit Span
- PHAB – Phonological Assessment Battery
- Sandwell Early Numeracy Test
- Boxall Profile
- Wellcomm Speech and Language Screening

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services that may have to be commissioned from our school budget. We have access to services universally provided by Norfolk County Council, which are also described below. The agencies used by the school may include:

ASD specialist support team,

ATT, Access Through Technology Services,

Seahorse

CAMHS (Child & Adolescent Mental Health Service),

Educational Psychologists,

Point 1,

Speech & Language/Occupational/Physiotherapy Therapy,

School 2 School Support

School Nurse

Just One Number

SRB application and outreach (inc: for Speech and Language – Suffield Park Infant School, SRB for Behaviour – Mundesley Infant School)

Virtual school for Sensory support, to support pupils with hearing/visual Impairment

We also employ thirteen full time Learning Support Assistants who deliver support in class and the interventions in the provision map as co-ordinated by our teachers and SENDCO.

### **What we do to Support Learners with SEND at Suffield Park Infant and Nursery School**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher standards 2012 detail the expectations of all teachers, and we at Suffield Park Infant and Nursery School are proud of our Teachers and their development. The Teacher standards are at [www.gov.uk](http://www.gov.uk).

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Differentiated planning
- Mixed ability work
- Practical activities
- Computer software
- Interventions
- Visual resources, such as visual timetables
- Writing frames
- Resources e.g. Numicon
- Talking partners
- Positive behaviour rewards system

We are able to give extra support for those children experiencing emotional difficulties by employing a support worker from Seahorse.

Each learner identified as having SEND, 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. This support is planned and delivered using the continuous Graduated Approach of: Assess, Plan Do and Review. We meet/discuss this with pupils and parents officially 3 times per year to gain their input into each pupil’s plan.

Our SENDCO continuously monitors and reviews the provision that we undertake at Suffield Park Infant and Nursery School to support learners with SEND across the year groups. We modify the provision regularly, and it changes every term, as our learners and their needs change.

At Suffield Park Infant and Nursery School we discuss and share the provision information with our colleagues in the Cromer Cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. Our provision information is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### **Funding for SEND**

Suffield Park Infant and Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of funding we received for 2020-21 is £158,759 (£92,000 for the SRB and £66,759 for mainstream school).

Norfolk County Council uses an EHCP pupil banding system, where extra funds are allocated: The allocations of funding for children and young people with EHCPs for the Autumn Term are:

Band 1 £450.00

Band 2 £746.67

Band 3 £1348.00

Alongside the banding system, schools can also apply for funding from the Local Authority, which is distributed as 'High Needs Top Up' (Element 3) and 'Exceptional Circumstances Funding' which is funding for learners who require support that exceeds that available to/in the school. Access to this funding, is via an application process and through a termly, professional, panel made up of representatives from NCC.

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Suffield Park Infant and Nursery School parents/carers, pupils and staff, are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. Each pupil has a One Page Profile and an Individual Plan that outlines their needs and the support they will receive. The current level of achievement will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has a Statement or

an Education Health and Care Plan (EHCP) the same review procedures take place, but the Statement or EHCP will also be formally reviewed annually.

Members of the Leadership and Management Team, collate 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. Our school and cluster data is also monitored by the Local Authority and Ofsted.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extracurricular activities. At Suffield Park Infant and Nursery School we are offering a range of additional clubs throughout the year. We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENDCO to discuss specific requirements.

### **Equality**

All staff at Suffield Park Infant and Nursery School work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation. Paper copies of the Equality Act are available from the office.

At Suffield Park Infant and Nursery School we are committed to creating a happy, caring learning environment where our children enjoy school and develop as happy, healthy confident individuals who show kindness to others. We take seriously any incidents of bullying and respond quickly to resolve any issues. Paper copies of our Anti-Bullying Policy are available from the office.

### **Preparing for the Next Step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Suffield Park Infant and Nursery School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting.

### **Have your Say**

Suffield Park Infant and Nursery School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, 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 SEND.

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENDCO; then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure.

### **Useful Links**

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

Norfolk Local Offer for Children and Young People- <https://www.norfolk.gov.uk/children-and-families/send-local-offer/local-offer-for-children-and-young-people>

Norfolk SEND Parent Partnership- <http://www.norfolksendpartnershiass.org.uk>

Family Voice- <https://www.familyvoice.org.uk/>

Just One Norfolk -<https://www.justonenorfolk.nhs.uk/>