

SEND Information Report for Rackheath Primary School 2022/23

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 Rackheath Primary 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:

- Hannah Watson - SENDco
- Chris Ashman - Headteacher
- Danny Sweatman - SEND Governor

If you think your child may have SEND please speak to their Class Teacher or contact Hannah Watson our SENDco on 01603 720098.

For information on Norfolk County Council's provision for children with SEND, please refer to the local offer. Found at:

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

Children with an SEND at Rackheath Primary School

We pride ourselves on being a friendly welcoming school for all children and families no matter of their needs. We currently have 17.5% of our children listed on our SEN register. This number changes every year but has increased following the recent, turbulent years of lockdown. This report is designed to offer guidance and support to those families who have a child with an SEN or who are concerned their child may have an unrecognised SEND. At no point during this report will any children be identifiable.

In the school year 2021-2022, our profile of SEND looks like this:

- 8.8% of children identified with SEND have sensory and physical needs.
- 50% of children identified with SEND have cognition and learning needs
- 29.2% of children identified with SEND have social and communication needs.
- 12% of children identified with SEND have social, emotional and mental health needs.

Children can present with a diverse range of needs, so that data above is representative of the learner's primary need.

Our Approach to Teaching Learners with SEND

At Rackheath Primary 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 remain responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We endeavour for all children to have their needs met within their typical lessons so that children with an SEN are included within their peer groups. To do this, we support children using a variety of techniques, resources and an excellent team of support staff. For more information on our approach please see our teaching and learning policy by looking on our school website.

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 assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision. We also offer a system of planned and systematic interventions which are monitored by both SENDco and class teachers. Our SENDco also has the opportunity to meet with class teachers and discuss pupils needs.

The different levels of support available at Rackheath Primary School

Each and every child is entitled to an education that allows them to thrive and meet their full potential. We know that all children are very different and need different opportunities to flourish. The support we provide our learners is provided in three tiers of support.

Tier 1 Quality first teaching	The majority of children will spend the majority of their time within this tier. Here, teachers use differentiation to support all learners within their class room. They can provide additional in class support if needed, reasonable adjustments- for example, pencil grips, careful seating choices, extra finishing time. Leaders in the school monitor quality first teaching through lesson observation, book looks and pupil progress meetings.
Tier 2 SEN Support	As a child progresses through school, their needs may fluctuate meaning that they need more support that cannot be met through standard differentiation. These needs can include, but is not exclusive too: Emotional needs (SEMH), Learning needs, physical

	<p>needs and sensory needs. At SEN support, children will be supported through a mixture of targets, intervention and outside services. Children may have a diagnosis which means they need additional support or equally they may just need more support than can be provided in a typical lesson. Children can work at SEN support for a short period of time or they can work at this level for a more extended period of time.</p> <p>For some learners we may want to seek advice from specialist teams. We have access to various specialist services but these may be commissioned from individual school budgets. We have access to services provided by Norfolk County Council, which are: ASD specialist support assistant; Child and Adolescent Mental Health Service (CAHMS); Attendance Officer; Access Through Technology (ATT); Virtual School for sensory support; Children’s therapy teams (Speech and Language, physiotherapy and occupational therapy) This year we have also commissioned EPSS who provide us with educational psychology assessments and specialist learning support teacher input.</p>
Tier 3 EHCP support	<p>If children present with more complex needs which cannot be met with SEN support, we would create an evidence trail and make an application for an Education, Health and Care plan, (EHCP). Many children who have a diagnosis, such as dyslexia, ADHD or autistic spectrum disorder (ASD), do not need an EHCP because they are making progress at SEN support. An EHCP pulls all targets for children with SEND, from all professionals involved, into one place. Roughly, about 1% of our children at Rackheath Primary school have an EHCP.</p>

How we identify children who need SEND support

At different times in their school career, a child or young person may require SEND support. 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.”**

At Rackheath Primary School, we use a range of assessments to identify our SEND children. We discuss children with our SENDco regularly and also we use a variety of in school assessments to see a child is facing 'significantly greater difficulty.' These tools include reading, maths and spelling assessments which give an age related score but we also use teacher assessment and general observation to identify and recognise need.

We also openly communicate with parents or carers as we know we only see a small proportion of a child in school. A parent or carers voice is an incredibly powerful tool in identifying need and we always discuss our thoughts with you but we also urge you to tell us if you have any concerns in regard to your child.

If a learner is identified as having SEND, we will provide provision that is '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 Rackheath Primary 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 conduct assessments to put appropriate interventions in place. 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.

What happens if a child is identified as needing SEND support?

Firstly, we would ask parents or carers to join us for a conversation about their child with their class teacher or SENDco. We may invite the child to this meeting if we felt it was appropriate or we may chat to them separately. We will set targets which will be logged into our tracking system and we will also match interventions to the child's needs. Targets will be monitored very closely to ensure that children are making progress and that provision is appropriate. Targets will be reviewed at least half termly. The process is called the 'graduated approach', whereby we assess a child's need, plan intervention and targets, run the interventions and then review how well this strategy has worked to support the child.

We will also identify if we need to involve any outside professionals during this time.

How do we identify if a child needs an EHCP?

Children whose needs cannot be met with SEN support (demonstrated by lack of progress after 3 cycles of the graduated approach, significant need (e.g. 1:1 support required) or a large number of professionals involved) would need an EHCP. Children

with a diagnosis do not necessarily need an EHCP as they are provided in relation to level of need, not specific diagnosis.

Further information can be found at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/what-is-an-ehc-plan>

What we do to Support Learners with SEND at Rackheath Primary School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. We call this differentiated provision. The Teacher Standards 2012 detail the expectations on all teachers, and we at Rackheath Primary School are proud of our Teachers and their commitment to matching provision to the needs of learner. The Teacher standards are available at www.gov.uk website

Our Teachers strive to explore new, individualised strategies to enable access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- iPads, lap tops or other alternative recording devices
- Positive behaviour reward systems
- Behaviour plans
- Over learning strategies
- Small group support
- Pastoral support
- Handwriting adjustments such as pencil grips or guides.

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.

Our provision is also shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEND

Rackheath Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum.

As a school we can also apply for top-up funding to support children who need additional support from what we already provide. This funding is allocated on a needs level, with priority given to children who have an EHCP.

How do we Find Out if this Support is Effective?

We have invested in a monitoring system called 'Provision Maps' which will allow us to track the effectiveness of targets and our investments more effectively. As we roll out this provision, parents who have a child with an SEND will be invited to make an appointment with their class teacher to directly discuss their child's needs and create a graduated approach strategy. Mrs Watson will log this information into provision maps and this system will then be used to review the progress of the children. Only interventions which support children to make progress will be continued.

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, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC Plan) the same review procedures take place, but the EHCP plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Rackheath Primary School we aim to provide a diverse range of clubs and activities. Please keep an eye on our weekly newsletter for further updates. Our children have access to a variety of music lessons.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head Teacher or SENDco to discuss specific requirements.

All staff at Rackheath Primary 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.

Prevention of Bullying

At Rackheath Primary School, we are committed to providing a caring, friendly and safe environment for all of its students, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to inform staff and know that incidents will be dealt with promptly and effectively.

We will constantly strive to ensure the prevention of bullying in all its forms by helping students to understand what bullying is and why it occurs. We will work with pupils and their parents or carers to overcome bullying in our school and regularly review our anti-bullying system to enable us to respond fully to the needs of our students.

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. Rackheath Primary 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. Transition to secondary schools will be discussed in the summer term of their Year 5 for children with an EHCP, to ensure time for planning and preparation.

Have Your Say

Rackheath Primary 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.

Useful Links

- www.norfolk.gov.uk/SEND
- <https://www.norfolksendiass.org.uk/>
- www.dfe.gov.uk