Rackheath Primary School

Special Educational Needs Information Report

2023-2024

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SEND Information Report for Rackheath Primary School 2023/24

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 – Special Educational Needs and Disabilities coordinator (SENDco)
- Chris Ashman - Headteacher
- Danny Sweatman - SEND Governor

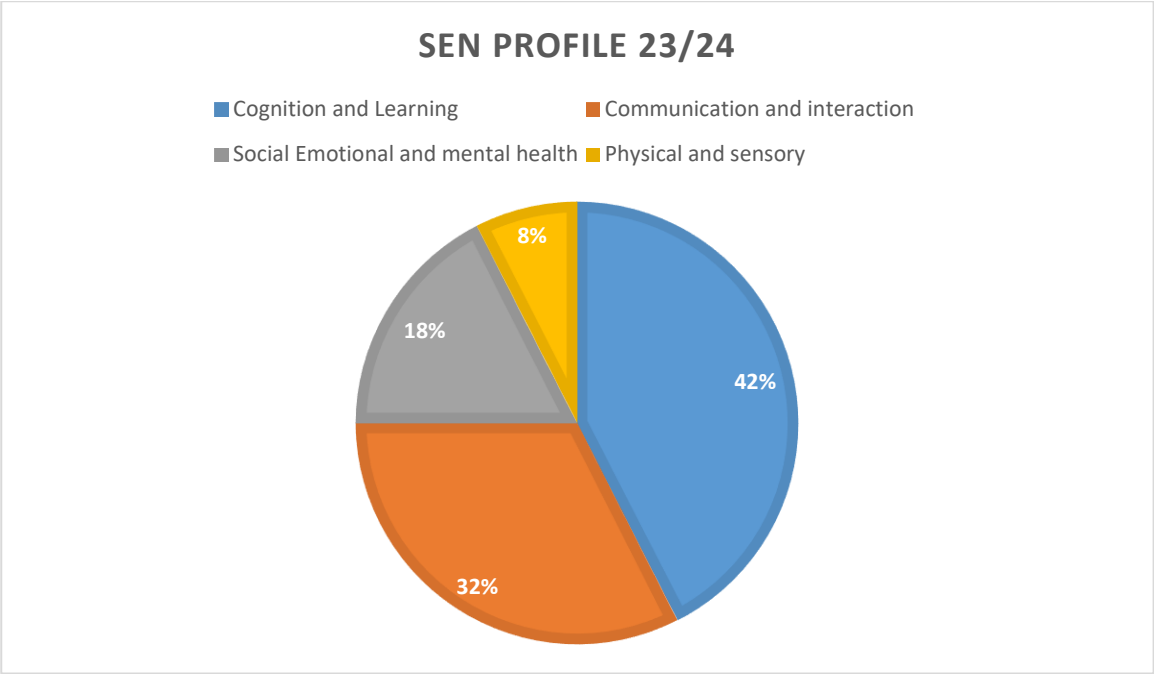
If you think your child may have SEND please speak to their Class Teacher or contact Hannah Watson our SENDco on 01603 720098.

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 a 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 19% 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 2023/24, our SEND profile Rackheath is:
7.5% of children identified with SEND have sensory and physical needs.
42.5% of children identified with SEND have cognition and learning needs
32.5% of children identified with SEND have communication and interaction.
17.5% of children identified with SEND have social, emotional and mental health needs.



This information is based on each pupil's identified primary need, but they may have secondary needs that are not represented in this data.

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 and to access school policies related to SEND please go to our school website:

-SEND Policy
-Inclusion Policy
-Behaviour Policy
-Admissions Policy
-Safe Guarding
-Complaints Procedure
-Single Equality Scheme

We aim to create a learning environment that is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place.

Our whole school system for monitoring progress includes regular pupil progress meetings, daily assessment for learning in class, regular assessments and book looks. 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.

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) (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."

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.

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

Once we have completed our termly assessments, the data collected is used to identify children who are not making the expected progress. These pupils are then discussed at termly pupil progress meetings with the class teacher, Head Teacher and SENDco.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the typical differentiated curriculum, intended to overcome the barriers 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.

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.

All pupils receive Quality first teaching	High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Teachers are responsible and accountable for the progress and development of all pupils in their class. Teachers use differentiation to support all learners within their classroom. They can provide additional in class support and reasonable adjustments if needed. 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. Further details of the quality first teaching strategies used can be found on our provision map on Page 7.
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 are not exclusive too: • Emotional needs (SEMH), • Cognition and Learning Needs • Physical needs and Sensory Needs • Communication and Interaction 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. For some learners we may want to seek advice from specialist teams. We have access to various specialist services. Some services may need to be commissioned from our school budget. We have access to the following services: • Autism Specialist Support Team; • 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) • School to School Support (S2S) • Specialist Resources Bases (SRB) • This year we have also commissioned EPSS who provide us with educational psychology assessments and specialist learning support teacher input.
EHCP support	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 Autism 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 2% of our children at Rackheath Primary school have an EHCP.

Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEN. The support is set out in three columns: Quality First Teaching, Interventions and Specialist Support.

Rackheath Primary School Provision Map

	Whole School Quality First Teaching Provision- All Pupils
Applicable to all four broad areas of SEN	• High Expectations for all children • Differentiated Curriculum: adjustments made to planning, activities and outcomes as needed to meet needs ad ensure all children make good progress • Whole school positive behavior policy • Setting tasks with clear goals and timescales for completion. Tasks and instructions are broken down into stages • Using flexible grouping to allow pupils to work with a variety of different children

Area of need	**All pupils- Quality First Teaching**	**Pupils with SEND- Catch Up and Early Intervention**	**Pupils with SEND – Personalized Specialised Support**
Communication and Interaction	• Differentiating teaching, for example, giving longer processing times, reading instructions aloud etc • Offering peer to peer support (eg, talk partners) • Clear instructions including visual aids, broken into small steps • Structured school and class routines. Visual time tables with symbols • Children informed of changes in advance • Use of photos/ pictures • Considering where a child sits in a classroom to give them the best access to support they need. Eg- minimizing distraction/support sensory needs/ clearly access visual prompts • Modelling and scaffolded examples • Buddies for reception and Year 6 • Differentiated questioning	• Attention Autism interventions • Speech, Language and Communication interventions guided and delivered by Waveney Speech and Language Team • WellCom interventions and assessments • NELI intervention • Pre-Teaching of Key Vocabulary • Social Stories	• Termly planning meetings with Speech and Language Therapist from the Waveney Speech and Language Team • Input from Educational Psychologist • Transition support • Access Arrangements for National Tests

Area of Need	All Pupils- Quality First Teaching	Pupils with SEND- Catch up and Early Help	Pupils with SEND- Personalised Support
Cognition and Learning	• Differentiating activities.eg, longer processing times, scaffolded tasks • Visual aids during teaching • Teaching to support all learning styles • Easily accessible concrete resources. (Numicon, word banks, writing frames) to support independent learning • Considering where a child sits in the classroom • Displays and working walls • Additional support provided in class by teachers and TAs • Daily phonics in Reception, Year 1 and beyond • Systematic phonics taught through Read, Write Inc across the school •	• 1:1 and small group work on personalized maths targets • 1:1 and small group work on personalized English targets • 1:1 and small group work on personalized phonics targets • Priority Readers • Pre-teaching key vocabulary • Precision teachings for Maths and English • Read, Write Inc boosters	• Input from Educational Psychologists • Input from specialist EPSS teacher • Additional National Test access arrangements •

Area of Need	All Pupils- Quality First Teaching	Pupils with SEND- Catch up and Early Help	Pupils with SEND- Personalised Support
Social Emotional and Mental Health	• Whole School Positive Behavior and anti-bullying culture • Buddies (Yr R and Yr6 and paired up) • Celebration Assemblies • Reward charts in class • Circle time in class • Class rules, co-produced with children • Class worry boxes • Parent and Pupil Questionnaire • Use of Newsletter to share achievements • House Captain awards • School Council and Eco Committee	• Daily/weekly/termly emotional 'check-ins' • Daily morning transition activities • Zones of regulation • Lunch with Mrs Cookson • Lego therapy • 1:1 or small group sessions teaching well being activities • Quiet space for children who need it	• Input from Educational Psychologist • Input from EPSS SEMH Advisor • Transition support. Children are informed about changes in advance • Personalised reward charts • Social time support • Sign posting to external agencies •

Area of need	All Pupils- Quality First Teaching	Pupils with SEND- Catch up and Early Help	Pupils with SEND- Personalised Support
Sensory and Physical	• Flexible seating arrangements depending upon need • Motor skills development activities and letter formation • Chunky Pencils/ Pencil grips • Left handed equipment • Outdoor learning	• 'Write from the start' programme developing fin motor and perceptual skills • Modified games and activities • Movement breaks • Balance, coordination and core strength intervention	• Input from Educational Psychologist • Personalised lunch time arrangements • Specialised equipment • Access Through Technology supplied equipment • Wobble cushions, weight blankets, resistance bands etc

Area of need	All Pupils- Quality First Teaching	Pupils with SEND- Catch up and Early Help	Pupils with SEND- Personalised Support
Cognition and Learning	• Differentiating deliver e.g. Longer processing Times • Visual aids during teaching • Modelling and scaffolded examples • Strategies to support independent learning- eg word banks, writing frames, concrete resources in maths • Careful seating choices in classrooms • Displays and working walls • Consideration of learning styles • Self selected task- mild, spicy and hot • Additional Support provided during lessons by teachers and teaching assistants • Daily Phonics In Reception, Y1 and beyond as required • Parent helpers to hear readers • Librarians supporting children to read at lunch times	• 1:1 and small group work personalized maths or literacy targets • Targeted reading with children who need support • 'Write from the start' handwriting intervention • Precision teaching for maths and literacy • Daily small group phonics booster sessions • Differentiated ICT – clicker, Sumdog, Hit The Button, Purple Mash •	• Input from Educational Psychologist • Specialist Resource Base (SRB) • Input from EPSS SLST • Additional National test access arangements • Scribes/Readers

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 work collaboratively with parents and children to set targets which will be logged into our tracking system. We 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 termly with parents and children. This 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.

Parents are also able to access termly opportunities to speak to our SENco to discuss their child's progress.

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

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. 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. Class teachers 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 (EHCP,) 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.

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
- I-pads, 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.

Full details of the support we provide can be found on our provision map on Page 7.

How do we support the emotional well-being of children at Rackheath Primary?

Rackheath Primary places the happiness of children at the forefront of everything we do.

We have an amazing Pastoral Support Worker, Mrs Claire Cookson, who works with families and children. If you would like to speak to her, please contact the school office on 01603 720098 or take a look at her page on our school website here.

Furthermore, in class we use a wide range of approaches, interventions and specialist support as outlined on the SEMH section of our whole school provision map on Page 7.

What training have the staff who are supporting SEN Children had?

All of our Teachers and Teaching assistants receive regular continuous professional development in SEN.

Recent training, within the last two years, has included:

- Autism Education Trust whole school training, 'Making sense of autism'.
- Pathological Demand Avoidance (PDA)awareness
- Mental Health Champion training
- NELI Early Language Intervention
- Zones of Regulation training
- Elklan Training
- Precision Teaching Training

Our SENCO is a qualified teacher and completed the National SENCO Award in 2014. She regularly attends:

- Willow Tree SENCO Network
- Norfolk Local Authority SEND Forum
- Core Consultation with our specialist learning support teacher and other advisors from the Local Authority

School staff are supported by a commissioned specialist team that comprises of educational psychologists (EP), Autism Specialist Team, Social Emotional Mental Health Specialists (SEMH) and Specialist Learning Support Teachers (SLST).

Funding for SEND

As well as the main school budget, schools receive additional money to support children with SEN. This is known as the 'SEN Notional Budget' and it is published in the school's SEN Memorandum.

You can find Rackheath Primary School's SEN Memorandum here.

From the SEN notional budget, the school must fund the first £6000 of any additional support provided to each pupil. However, the school does not receive this amount per pupil. The school must make up any short fall from the whole school budget.

Rackheath Primary School's notional budget is spent in a variety of ways to support children with SEND. Some examples of how money will be spent in 23/24 are:

- Commissioned services
- Whole school training
- Resourcing and staff for interventions
- Pastoral Support

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 based on need. It can be accessed without an EHCP.

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 210 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 children at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5 for children with EHCP, to ensure time for planning and preparation. If children have a SEN, we will write with them a 'Pupil Passport' which communicates their specific needs in details and this will be shared with new settings in advance of any transitions.

Our SENDco works closely with SENDcos from transitioning schools to plan smooth and happy transitions. We may use social stories, extra transition visits, extra opportunities to meet class teachers or teaching assistants and buddy children who support children in school. We will always work with what each individual child needs to ensure that they are happy and settled.

How do we involve families?

Parents will be invited to Parent's Evening in the Autumn and Spring term with their class teacher. This is a good opportunity to discuss your child's needs with their teacher.

However, families do not need to wait until these dates to discuss any concerns. Please contact the school office on 01603 720098 if you have anything you would like to share with the class teachers.

Additionally, families can attend a SENDco Parents Evening. This happens termly and allows parents the opportunity to discuss their child's needs with our SENDco, Hannah Watson.

During the year, you will be asked to participate in a School Questionnaire which allows you to anonymously share your views.

We are working closely with our SEND Parents Forum which is hosted by parents from school once a month. If you would like details on how to attend, please contact the school office on 01603 720098.

How do we involve children?

Class teachers and support staff work closely with children in class to develop effective targets. At the start of each year, teachers work with the class members to develop a 'Pupil Passport' which allows children to share the things they feel they need.

Before reviews of SEND targets are completed, we encourage children to express their views through 'wishes and feelings'.

Our children with SEN are well represented in our School Council and Eco Committee. This allows children to express their views directly to our Head Teacher.

In 2023/24, our SENDco will be creating an 'Inclusion Team' which will directly involve children from the SEND Register. The aim will be to empower them to share their view points and allow us to work more collaboratively.

What should I do if I am unhappy about my child's provision?

If a family is unhappy with the SEND provision made at Rackheath Primary School, we encourage them to initially speak to their class teacher.

If the issue cannot be resolved at this level, please contact the Headteacher or SENDco.

If you still feel like the matter is unresolved, please refer to our complaints procedure that can be found here

Further support available to families who would like to make a formal complaint can be found here.

Where else can I access support?

Norfolk SENDiASS provide free and impartial information, advice, and support about special educational needs & disabilities (SEND) for children, young people, parents, and carers.
Telephone: 01603 704070
Email: norfolksendiass@norfolk.gov.uk

Norfolk SEND Local offer - This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.
The website can help you:

- Find information on support in education
- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life

Just One Norfolk – This website includes information about supporting your child's health and wellbeing. The website can support you with:

- Emotional Health
- Speech and Language
- Child Development and Additional Needs

Early Help - Early help is about giving information, advice and guidance to families. We want to help as soon as difficulties start. This is to prevent family worries growing into bigger issues.

Short Breaks - Short Breaks are activities for children and young people aged 5-17 with disabilities.

Other agencies that may be able to offer support include:

- ASD Helping Hands provide an autism information and advice service.
- Nelson's Journey supports children and young people in Norfolk who have experienced the death of a significant person.
- Family Action support parents and carers of children and young people in the Norfolk & Waveney area who are waiting for or undergoing a neurodevelopmental assessment, or where there has been a recent diagnosis of autism or ADHD
- SENsational families offer advice, guidance, and support to families of children (from birth to 24yrs old) with special educational needs and/or disabilities (SEND), whether diagnosed or suspected.
- Carers Matter offer support and advice for carers

We have created a padlet for parents, which has links to lots of useful information.

Rackheath Parent Forum is also available for our parents to support each other. Please contact the school office for further information.

Appendix:

Glossary of Acronyms

ASD	Autistic spectrum disorder	PEaSS	Provision Expected at SEN Support
C&I	Communication and Interaction	PSA	Pastoral Support Advisor
C&L	Cognition and Learning	QFT	Quality First Teaching
CAMHS	Child and adolescent Mental Health Service	SATs	Standard Assessment Tests
CoP	Code of Practise	SEMH	Social, Emotional and Mental Health
EAL	English as an additional Language	SEN/SEND	Special Educational Needs/ Special Educational Needs and Disabilities
EHCP	Education, Health and Care Plan	SENCO	Special Educational Needs Co-Ordinator
EP	Educational Psychologist	SENDIASS	Special Educational Needs and Disabilities Information and Advice Service

EPSS	Educational Psychology and Specialist Support	SLCN	Speech, Language, Communication Need
IWB	Interactive White Board	SLST	Specialist Learning Support Teacher
LA	Local Authority	TA	Teaching Assistant
NASEN	National Association for Special Educational Needs	VSSS	Virtual School For Sensory Support
NCC	Norfolk County Council		
NELI	Nuffield Early Language Intervention		
P&S	Physical and Sensory		