



SEN Information Report for Alburgh with Denton Primary Academy

2023-24

Contributing to the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report, which is part of the Norfolk Local Offer for learners with special educational needs (SEN). As part of the Children and Families Bill 2014, all schools have a legal duty to make available their local SEND Offer to families, which details how they can support children and young people with a special educational need and/or disability (SEND). It is a requirement that this is published, and reviewed annually. The required information is set out in the SEN regulations, which can be found in the Code of Practice at education.gov.uk

At Alburgh with Denton Primary Academy, 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.

SEN at Alburgh with Denton Primary Academy

At Alburgh with Denton Primary Academy we currently have 13.7% of our learners that have been identified with SEN.

Of these 14 children identified with SEN the types of barriers to learning that they experience are as follows:

Barrier to learning	Number of children
Cognition and Learning (SpLD, MLD, SLD & PMLD)	8
Social, mental and emotional health (SEMH)	2
Communication and Interaction (SLCN & ASD)	3
Sensory and/or Physical (VI, HI, MSI & PD)	1

Raising Concerns. How can I let the school know I am concerned about my child's progress in school?

If you think your child may have special educational needs, please speak to their class teacher in the first instance, or contact Mr Dominic Johnson, SENCo

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions on SEN Children and Families Bill FAQ at norfolk.gov.uk

What is our approach to teaching learners with SEN?

Alburgh with Denton Church of England Primary Academy is an inclusive school and we believe in participation for all. We want all adults and children to participate in all areas of learning and we celebrate all members of our community.

We have high aspirations of all children and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community and which supports them to make the best possible progress and achieve well regardless of their individual need.

To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals to make sure that all children receive the support they need to do well at school.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please look at the curriculum section on our school website.

We continually assess progress and attainment of all learners, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

How are children's additional needs identified?

At different times in their school career, a child or young person may have a special educational need. The special educational needs Code of Practice defines special education needs 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 or a kind generally provided for others of the same age in mainstream schools or post-16 institutions.”

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

Categories of SEN include:

- Cognition and Learning (SpLD, MLD, SLD & PMLD)
- Social, mental and emotional health (SEMH)
- Communication and Interaction (SLCN & ASD)
- Sensory and/or Physical (VI, HI, MSI & PD)

Learners may ‘fall behind’ their peers for a variety of reasons that are not necessarily a special

education need. They may have been absent from school, they may have attended lots of different schools and not had 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 their learning.

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 SEN.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

How is SEN assessed at Alburgh with Denton Primary Academy?

Class Teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. We ensure that identification and assessment of educational needs directly involves the learner, their parents/carer and their teacher. The special educational needs co-ordinator (SENCo) will also support with the identification of barriers to learning.

Some of the ways identification may occur is through:

- Liaison with pre-school/ previous school
- If the child is performing below age expectations
- Concerns raised by parent
- Concerns raised by teacher (e.g. behaviour or self-esteem is affecting performance)
- Liaison with external agencies, i.e. physical needs
- Health diagnosis through paediatrician

Parents can approach their child's class teacher at any time if they are worried about their child.

Parents are kept informed at all stages in the process of identification and assessment of needs. They are invited to meet the SENCo and participate in discussions of support planned for their child. They can obtain advice on how to help at home with any particular aspect of parenting, e.g. managing behaviour.

We have a variety of assessment methods and tools available, including:

- Phonics assessments using Read, Write, Inc. materials
- Observations of the child in class/recreational times
- Reading age assessment (using Salford)
- Spelling age assessment (using Parallel Spelling Tests)
- Lucid Rapid Dyslexia Screening tool
- Visual Stress assessment
- Talc and blank level assessments (for speech and language)
- Maths age assessments (using Sandwell)
- Boxall Profile

What specialist services and expertise are available at or accessed by the school?

For some learners we may want to seek advice from specialist teams. In our school we have

access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website at norfolk.gov.uk

2023/24: Alburgh with Denton Primary Academy have commissioned support from:

- Willow Tree Learning (Educational Psychology and Advisory Learning Support Teachers) - 18 hours per year.
- Communicate Speech Therapy – 18 hours per year.

Parents/carers need to give permission for this child to access this service. Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCo. Parents are usually invited to meet the Education Psychologist/Advisory Teacher on the day of an assessment or observation. If a child has a complex special educational need or disability they may have an Education, Health and Care Plan (EHCP). This plan specifies the type and level of support needed for the pupil. The local authority is responsible for creating the plan through liaison with parents/carers, the pupil, SENCo and other professionals.

What are the different types of support available for children with special educational needs at Alburgh with Denton Primary Academy?

Excellent Class room Teaching by Class Teacher input (also known as Quality First Teaching).

At Alburgh with Denton **Church of England** Primary Academy, every teacher is expected to adapt the curriculum to ensure access to learning for all children in the class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Alburgh with Denton Primary Academy are proud of our teachers and their development. The Teacher Standards are available at www.gov.uk/teacherstandards

This expectation includes:

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using practical learning strategies, visual timetables, writing frames, peer buddy systems, I-Pads, lap tops or some alternative recording devices.
- Putting into place specific strategies (which may be suggested by the SENCo or other outside specialists) to support your child to learn, such as adapted materials/physical aids, e.g. sloped writing desks, coloured overlays, foot stools, move n sit cushions.
- Carefully planned pupil groups to enable specialist teaching.
- Using positive behaviour rewards systems.
- Deploying additional adults/Teaching Assistants to support children with additional needs within the class.

Specific group work within a smaller group of children. This group may be:

- Run in the classroom or outside.
- Run by a teacher or often a Teaching assistant, who has had training to run these groups.

These are often called intervention groups. Interventions are intended to provide a short burst of support when required and are never supposed to be used long term. This year we have allocated specific time slots when classes are covered by another member of staff so class teachers can work directly with small groups or individuals. We feel this kind of targeted support often is more appropriate than a published scheme. Some children may take part in Catch Up Reading.

For children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups: (Specialist groups run by outside agencies, e.g. speech and language therapy, occupational therapy)

In such cases, your child will have been identified by the class teacher, SENCo, or you will have raised your concerns, as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups.

- You will be asked to discuss your child's progress and needs to plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific specialist expertise.

For those children whose learning needs are: Severe, Complex and Life-long

This specified individual support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher as needing a particularly high level of individual support.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer at www.norfolk.gov.uk/children-and-families/send-local-offer

After the school have sent in the request to the LA (with a lot of information about your child, including some from you), they will decide whether or not they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at school SEN.

After the reports have been sent in, the LA will then decide if your child's needs are severe, complex and lifelong that they need a high level of support in order to make good progress. If this is the case, they will write an Education, Health and Care Plan which will outline the type of individual/small group support your child will receive, how the support should be used and what strategies must be in place. It will also have short and long term goals for your child. An additional adult may be used to support your child with whole class learning, run an individual 1:1 programme or run small groups that involve your child.

How is this support funded?

The school budget, received from Norfolk LA, includes money for supporting children with SEND.

The funds delegated by the local authority are:

- Notional SEN budget = 29, 675
- Element 3 funding = 3, 925

SEN budget total = £33, 600

We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available. We have a team of teaching assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving an additional adult.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher. There are two parents' evenings usually held in October and March, and an end of year report goes home in July.

As a school we track progress from entry through to Year 6 using a variety of measures including Early Years Development Stages, Baseline Assessment, Assertive Mentoring grids and Reading/Spelling ages. We may also monitor the children's confidence, self-esteem and social skills; which are linked to the schools' learning behaviours.

Please be aware that National Curriculum levels are no longer part of the 2014 National Curriculum and that it is now the responsibility of each individual school to develop their own system for assessment. Alburgh with Denton Primary use Pupil Asset to ensure children's progress is carefully tracked.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Pupils who are not making expected progress are identified through termly pupil progress meetings, which involve the Head teacher, SENCo and any other staff who have supported the child. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Provision Maps are created each term based on the on going assessment of need. Intervention is planned for 'all' children, not just those with SEND.

The school SENCo meets with the Governor responsible for SEND regularly to discuss progress and a report is provided.

How do I know if the support has had an impact?

Monitoring progress is an integral part of teaching and leadership within Alburgh with Denton Primary Academy.

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. 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 SENCo, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. Where possible, a baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff, and the SENCo will be directly involved in the reviewing process. 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 (EHC Plan,) the same termly review conversations take place, but the Plan will be formally reviewed annually.

The SENCo collates the impact data of interventions to ensure that we are only using interventions that work.

Progress data of learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. This is reported to Cluster Governors, the Local Authority and Ofsted.

Effectiveness can be measured in many ways, including the following:

- The children are successful in meeting targets (academic and social/emotional.)
- The child is making progress academically against national/age related expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEN register when they have 'caught up' or made sufficient progress.

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss pupil progress.

Other Opportunities for Learning/Inclusion: How does the school ensure that children with SEND are included in all activities at school, after school clubs and on school trips?

All learners should have the same opportunity to access extra-curricular activities and School activities including residential visits. Access to after school clubs is provided as of right and individual support is organised where required. It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity.

At Alburgh with Denton Church of England Primary Academy in 2023-24, we will be offering a range of additional clubs and activities. These are updated every term.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements. We also have access to a range of technology so all children can be included.

The 2010 Equality Act 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/her 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by other SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, go to www.gov.uk/guidance/equality-act-2010-guidance

Involving pupils and parents/carers in planning support

Our SENCo oversees all support and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEND in the class to ensure that progress in every area is made. The class teacher will communicate with parents/carers regarding progress and provision.

There may be additional adults (Teaching Assistants) within each class/year group working with children either individually or as part of a group, if seen as necessary by the class teacher. The nature and regularity of these sessions will be explained to parents when the support starts.

Other forms of communication with parents/carers, and support include:

- Planning and review meetings (Pupil Progress meetings, annual reviews)
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/school book, ParentMail, weekly newsletters.
- Individual parent/teacher conversations, including two formal parent consultation evenings during the year
- Parent Support Advisor
- Referrals to the Educational Psychology service

Support and training for school staff

We identify training needs and have a detailed training plan for teachers and support staff. Our SENCo, organises SEND training, calling on the services of specialist providers where appropriate.

Where appropriate, SENCos discuss and organise training opportunities. We also organise training from our Educational Psychologist.

NELI (Nuffield Early Language Intervention), Sound Discovery, Catch Up, Fresh Start and Lego therapy interventions require specialist training in order to be delivered effectively. Any staff leading these interventions have been appropriately trained either by experienced staff within the school or by an external provider.

What support and training for parents/carers are available?

As a school we try to support parents with helping their children through various methods:

- Parent Support Advisor referrals.
- Parent Forums
- Open Days
- Maths Cafes
- Reading Cafes
- PE Cafes
- Making referrals to point 1
- Liaising with an Educational Psychologist
- SEN drop ins

What support is in place for improving children's emotional and social development and overall well being?

We are an inclusive school and welcome diversity. All staff believe that high self-esteem is crucial to a child's well being. We have a caring, understanding team looking after our children. We care about the social and emotional well-being of each child in our care and take bullying very seriously. We teach anti-bullying as part of our PSHE curriculum. We have a member of staff that is a Mental Health Champion and another that is a Mental Health first-aider.

The class teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parents' initial point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health practitioners. The school is also able to offer nurture provision and interventions such as 'circle of friends.' Most of these are delivered by our dedicated

TA for Speech and Language and nurture support, who is located in the nurture hub. This is where any child can visit for support in social, emotional, well-being and mental health issues.

Every class has a Mental health and well-being display in their rooms where children can show staff how they are feeling, being able to receive support when needed. All classes also follow the Jigsaw PSHE curriculum which covers well-being and mental health, having a 'calm me' part of every lesson.

Oaks class also have 8, hour long sessions in the Summer term from a life coach; to support their emotional and mental health.

How accessible is the school to learners/individuals with SEN or Disabilities?

The school is fully accessible to pupils with SEND. The school is wheelchair accessible with a disabled toilet in the building. The school produces an accessibility plan to ensure that this provision is regularly monitored and planned for. This can be found by clicking on the link here.

https://docs.google.com/document/d/1g-ImPf7dXMMmgo_8zw9XiCUBP3wo-T5fuAWLbLI0Jb0

What support is there for behaviour, avoiding exclusion and increasing attendance?

Good attendance is a very high priority in our school and as such, we do our best to inform parents regularly about their child's attendance and also to celebrate and reward those who attend well.

- Every term, parents will receive their child's attendance report which will clearly show attendance for the term and the academic year so far
- An 'attendance trophy' will be awarded to the class with the best attendance record each week
- The class which achieves the most trophies during the term will be rewarded with a non-uniform day at the end of the term

In addition, the following attendance awards will take place each term:

- Children with 100% attendance records for the term will receive a gold certificate and gold badge which is theirs for the term
- Children with 99% attendance records for the term will receive a silver certificate and silver badge which is theirs for the term
- Children with 98% attendance records for the term will receive a bronze certificate
- We also have an 'attendance goodie box' with pencils, rulers, rubbers, notebooks etc, all with an 'attendance theme'! Any child with a record of 98% or above will be able to choose an item from this box to keep.

Children who are awarded badges will, hopefully, wear them with pride for the following term. They will then be returned, unless of course, they earn another one!

At the end of the academic year, any child who has an attendance record of 100% for the entire year will be presented with a specially engraved trophy which is theirs to keep.

We are all very excited about these initiatives and we hope they help to encourage good attendance, resulting in good progress, for all our children.

Where attendance is becoming a concern:

- Parents are encouraged to discuss attendance issues with the Headteacher.
 - Attendance letters are sent to parents/carers of those pupils with attendance issues.
- Support is requested from the local authority attendance team when necessary

What preparations are made for pupils' next steps?

We recognise that 'moving on' can be difficult for a child with SEN and are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible.

Pre-school transition:

- Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school.
- A new parents' evening is also held in the Summer Term where new parents get to meet key staff.
- Our Reception Teacher has good links with our Pre-school and Pre-school children get many opportunities to visit the school before starting.
- For Pre-school pupils, home visits are conducted early in September in order to discuss the transition and any related concerns.

If your child is moving to another school:

- We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs 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 in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All records will be shared with the new teacher.
- Children will have opportunities to meet their class teacher and undertake a 'transition day' to work within their new class in the Summer Term prior to transition.

In Year 6:

- The SENCo and Year 6 staff will meet with the High School SENCo/representatives to discuss the specific needs of your child and what provision needs to be made.
- 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.
- When children are preparing to leave us for Archbishop Sancroft High School or Bungay High School, a series of transition opportunities are organised as part of the transition process throughout the year, i.e. Science days, as well as the more formal 'transition day' at the end of the Summer Term.
- At our main 'feeder' High School, Archbishop Sancroft High School, they facilitate additional opportunities specifically targeted at the more vulnerable pupils.

Parental/Carer Voice.

At Alburgh with Denton Church of England Primary Academy we pride ourselves on building positive relationships with parents/carers. We are open and honest with parents and invite them to make an appointment with their child's class teacher or the SENCo if they have concerns or questions.

Parents are asked to complete a questionnaire annually, responding on various issues including provision, communication and pupil progress. Parents are also encouraged to visit Parentview on the OFSTED website. There is also the opportunity to write comments in response to the headteacher's newsletter which goes out every half term.

In the event that parents are not satisfied with the outcomes of discussions or their child's progress, parents should follow the school complaints procedure.

Useful links: Who can parents contact for further information or advice, or seek further information regarding specific needs?

www.norfolk.gov.uk/SEN

www.dfe.gov.uk

Glossary of terms:

SEND: Special Educational Needs and Disabilities

SpLD: Specific Learning Difficulty (i.e. dyslexia)

MLD: Moderate Learning Difficulty.

SLD: Severe Learning Difficulty.

PMLD: Profound and Multiple Learning Difficulty

SLCN: Speech, Language and Communication.

SEMH: Social, Emotion and Mental Health

ASD: Autistic Spectrum Disorder.

VI: Visual Impairment.

HI: Hearing impairment.

MSI: Multi-Sensory Impairment

PD: Physical Difficulty.

EHCP: Education, Health and Care Plan

SENCo: Special Educational Needs Coordinator