

# SEN Information Report 2021-22<sup>(Sept 21)</sup>



Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). This report should tell you all you need to know about SEN at our school.

If you do have any questions, please contact us and we will be happy to help.

## **Special Educational Needs at our school**

We believe children are best supported where there is open dialogue between the home and school, where both sets of expertise are used in the best interests of the child. As parents you can always speak to your child's class teacher or the SENCo (Special Educational Needs and Disability Coordinator) about any concerns you may have. We offer a friendly, caring and inclusive environment where social and emotional support is of great importance to developing the whole child.

## **Contact Details**

School office 01485 772018

[office@greenpark.norfolk.sch.uk](mailto:office@greenpark.norfolk.sch.uk)

Headteacher - Mrs Jill Graver

SENCo – Mrs Claire Bunton

[senco@greenpark.norfolk.sch.uk](mailto:senco@greenpark.norfolk.sch.uk)

## **Identification and Assessment**

Since September 2014 children's additional needs have been identified using the categories of:

- Cognition and Learning
- Communication and Interaction
- Physical and sensory
- Social, Mental and Emotional Health

At different times in their school career, a child or young may have a special educational need. The SEN Code of Practice defines SEN as; 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'

## **How SEN may be identified ;**

- Parental concern and liaison
- Liaison with pre-schools and nurseries/previous school
- Pupil progress and transition meetings
- Tracking children in English and maths and identifying children performing below age expected levels
- Liaison with external agencies e.g. educational psychologists, speech and language therapists and specialist teacher advisers
- Health diagnosis through paediatrician Concerns raised by parents
- Concerns raised by class teacher or Learning Support Assistant
- Testing results following the above

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## **Making the right provision**

The school works with parents, the SENCo and other professionals to ensure the child has access to the correct provision to support their SEN.

The school uses cycles of 'Assess, Plan, Do, Review', this is a graduated approach to supporting SEN pupils in school. For children working 'pre key stage on not engaged in subject specific learning, we incorporate the Engagement Model

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf)) as part of our APDR system.

The right approach for each child as an individual is considered (see child centred approach section). This may mean providing specific resources or teaching in a specific way. It may mean seeking external advice for more specific support. It may also mean seeking an appropriate placement at an alternative school where the child's needs can be fully met.

## **Staff skills and expertise**

Staff are aware of the four broad areas of need,

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

Staff have access to regular CPD and can also request training / information on specific needs as and when the need arises.

Support and interventions are reviewed to ensure effectiveness and to ensure they are fit for purpose.

## **EHCPs**

Following on from in school support and assessments and seeking external advice, if a child requires more support than is readily available, the school may apply for an Education, Health and Care Plan. For further information on EHCPs please contact the SENCo.

## **Equipment and Facilities**

If appropriate, specialist equipment is purchased either through the school SEN budget or through specialist grant / high needs funding from the local authority. Will endeavour to provide specialist equipment and work with health professionals such as occupational therapists and physio therapists.

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## **Working in partnership with parents**

The school will inform parents and seek permission where necessary, if they are making any special educational provision for their child. This does not include day to day teaching such a differentiation. Parents should be aware if their child is;

- Identified as having SEN
- Receiving intervention or additional support for their identified need
- Being supported by external professionals
- Subject to observation or assessments in relation to their SEN

The school will meet with parents as and when necessary regarding their SEN, this should be additional to the usual parents evening meetings. Parents should be aware of any targets / desired outcomes for their child and should be kept informed at each stage. Any parental concerns around SEN should first be shared with the class teacher who will then inform the SENCo. Parents can also meet with the SENCo to address and needs or concerns.

## **Looked after children**

The school supports LAC with special education needs through the PEP process. LAC pupils with additional needs will have appropriate target.

Any funding from the PEP can also be used to support the pupil as necessary. Targets are reviewed at least termly to determine progress and the next level of support

## **Working with children through a child centred approach**

A child centred approach means using the child as the starting point for lesson plans and for developing curriculum. It is important that the staff get to know the child and know of any special interests they may have. These interests can then be used access learning.

Please do share any information about your child that may be useful with the SENCO or class teacher.

## **Transition**

Arrangements are made at all points of transition , this could be moving from class to class at the end of each school year , or between key stages or even between schools .

The class teacher and/or SENCo will meet with the receiving school or teacher / SENCO to ensure all records are passed on. There will also be discussion about the child's needs and an exchange of information around what works well for the child in order to make the process as smooth as possible.

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## Working with other services

The school works with other services to support children with SEN and to gain advice and information. Services include;

- EPSS
- Dyslexia Outreach Service
- School 2 School
- Speech and Language Therapist

## Supporting SEMH

The school has a family support advisor and a pastoral team who work across the school and nursery.

Our family support advisor works with families to support with external issues which may be affecting the SEMH of the children in school. Following the Thrive approach we aim to develop confident and resilient children. The school also operates a nurture style provision where children can be supported in small groups and 1:1 to allow them time to develop necessary skills.

Should you have any concerns around mental health, please do speak to the SENCo or headteacher.

## Adapting the curriculum

We ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them. We make adaptations to ensure that all pupils have access to the school curriculum and school activities and support pupils to achieve their full potential despite any difficulty or disability they may have.

The curriculum can be adapted in many ways, here are some ways we may adapt the curriculum in school;

- Altering the way that instructions are presented
- Making adaptations to the physical or social environment
- Adapting materials or resources to suit the needs of the child
- Altering the level of support or supervision / assistance
- Modifying the process or task and managing expectation

This website contains some really useful information for teachers;

<http://blog.brookespublishing.com/5-types-of-instructional-adaptations-for-your-inclusive-classroom/>

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## **Useful contacts**

A wealth of information can be located on the Norfolk Local Offer web page

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

These links may also be useful ;

SEND Parent Partnership

<https://www.norfolksendpartnershiassi.org.uk/>

Norfolk Autistic Society West Norfolk ( NASWEST )

<https://www.autism.org.uk/directory/n/nas-west-norfolk-branch>

ASD Helping Hands

<https://www.asdhelpinghands.org.uk/>

Dyslexia Norfolk

<https://www.dyslexianorfolk.com/>

West Norfolk Young Carers

<http://www.westnorfolkcarers.org.uk/>

## **Equal Opportunities**

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

## **The local offer**

Information on Norfolk's Local Offer can be found on the Norfolk website:-

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

## **Complaints**

If you are unhappy with the support your child is getting, you should discuss your concerns with the class teacher first (or key person if in early years). Teachers and parents working together can often provide solutions to any concerns you may have. If you are still unhappy, you should contact the school office to get a copy of the school complaints procedure. You can also talk to Norfolk Parent Partnership who can provide information and support for parents/carers of children with special educational needs. If your child has a statement or Education, Health Care Plan, you can also contact your Special Educational Needs Caseworker.