



Swanton Morley VC Primary School  
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## Swanton Morley Primary School SEN Information Report 2022-2023

Next review date: December 2023

Swanton Morley Primary School aims to provide a rich and stimulating learning environment in which all children can flourish. We want school to be an enjoyable experience for all children.

### **Introduction**

Welcome to our SEN information report This report is designed to give an overview of the support we provide for children with additional needs and to help parents understand our approach. Schools are required to publish a SEND policy and report on their website containing information about the ways in which they support pupils who require additional support. This information is updated annually.

We welcome contributions and suggestions from both children and adults as to how we can improve this report and the provision we offer. If you have any questions or suggestions regarding this report please do not hesitate to contact us.

### **Contacting the School**

The following people can be contacted via the school office:

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

Ruth Robinson	SEND governor
Judy Wright	Special Educational Needs Coordinator (SENDCo)
Matt Richards	Head teacher



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## **Special Education Need (SEN) - What does that mean?**

At various times in their school career, a child or young person may have a special educational need. Children can experience difficulties in school for a variety of reasons - they may have been absent from school or experienced other disruption or have worries that distract them from learning.

Many children who are identified as needing additional support within the SEN framework, will only require support as a temporary intervention. Some children will need to be supported for longer. Early identification of SEN and the provision of additional support will help them to reach their full potential.

The Code of Practice defines SEN as:

- Having a significantly greater difficulty in learning than the majority of others of the same age; or
- Having a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The Code of Practice identifies four categories of difficulty:

### **1. Cognition and Learning**

Children with cognition and learning needs will learn at a slower rate than other children and may have difficulties with literacy, numeracy or understanding new concepts. These learning needs may be in addition to other educational needs. Some children may have a specific learning difficulty (SPLD) linked to dyslexia (difficulties with learning to read & spell,) dyscalculia (difficulties with number), dyspraxia (coordination difficulties), or to dysgraphia (writing).

### **2. Communication and Language**

A pupil might have a difficulty with speech, language or communication. (SLCN) They may find it hard to articulate sounds and make themselves understood or with understanding what they hear and read. They may find it difficult to understand instructions and/ or take part in conversations.

Some children may have Autistic Spectrum Disorder (ASD) which might mean they experience difficulties with imagination, making sense of the world around them, understanding social situations or managing change. ASD is a medically diagnosed condition and no two children will present in the same way. Some children with ASD may also present with other difficulties including speech and communication, sensory and/or coordination needs.

### **3. Social, Emotional and Mental Health Difficulties (SE&MH)**

A range of difficulties come into the category SE&MH. Some children will have a medically diagnosed condition. Others may be included because they have difficulties in areas such as concentration, making and sustaining friendships, anxiety and behaviours that indicate a need for additional support. Some children may benefit from a medical diagnosis and the school will support parents with this process.



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#### **4. Sensory and /or Physical Needs**

A wide range of medical conditions fall into this category e.g. visual impairment or hearing loss. Support is tailored to meet the needs of the child on a case by case assessment.

### **Identification and Assessment of Special Educational Needs**

If your child has been identified as being in need of SEN support, the school will provide the 'something extra' that will give them what they need to overcome any barriers to learning. You and your child will be consulted throughout this process and your input and involvement is highly valued. In the current school year (2022/2023) we have identified 15.9% of our pupils as having SEN.

### **How do we identify those children in need of additional support?**

Children's individual needs should be identified as early as possible. A pupil having difficulties might be identified by various means. An adult at the school, a member of the family or the child themselves may raise concerns about difficulties with learning. In line with the Code of Practice 2014, Swanton Morley Primary School encourages parents and carers to work alongside the staff to ensure that pupil's special needs are identified and monitored appropriately.

Class teachers make regular assessments of progress for all pupils and identify where progress:

- Is significantly slower than that of their peers starting from a similar baseline.
- Is not being maintained at a similar rate.
- There is a failure to close the attainment gap between the child and their peers.
- Where the attainment gap between them and their peers is widening.

The school might also identify a child with SEN through one of the following:

- Information from feeder schools and during transitions.
- Assessment of language skills using Wellcomm.
- Analysis of data.
- Observation & more detailed assessment by the SENDCo.
- The involvement of outside agencies and other professionals.

### **How we support children**

- Teachers are trained to adapt their classroom, teaching and the resources to help all of our children make the best progress they can. The SENDCo and senior leadership team support teachers by providing advice and training and teachers can use the Norfolk SEN Support Documents (PEASS) to support them with this.
- We use various strategies to make sure that children with SEN are included and able to access all aspects of life and learning at our school. The class teacher will ensure that children with SEN can access all areas of learning. Tasks are differentiated to meet the needs of all children in the class and there may be a



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Teaching Assistant working with your child either individually or as part of a group.

The following may be used

- Visual timetables
- Writing frames
- Computers & software such as IDL
- Fidget toys.
- Sensory techniques such as sensory circuits.
- Coloured overlays and paper.
- Timers.
- Individual workstations.
- Ear defenders.

In addition to support in class, we use a range of Interventions to enable children to get back on track. For more details, see the current provision map on the school website.

### **Children identified as having SEN?**

Children with special educational needs are provided with support that may be 'additional to' or 'different from' the curriculum. This support is designed to overcome the barriers to learning and ensure that they can make progress.

If a child is identified as having SEN, a plan is put in place, and reviewed regularly. We call this process 'Assess - Plan - Do - Review'

#### **Assess**

Once it has been noticed that a child is having a difficulty within school, the class teacher, with the support of the SENDCo and other staff working with the child, will carry out assessments in order to identify gaps in knowledge and areas of difficulty. They may complete the identification of needs descriptors in educational settings (INDES) in order to identify the main barrier to learning and decide how to proceed. Other assessments used include Wellcomm screening for language difficulties, phonic, reading and spelling assessments, dyslexia screening and social and behavioural checklists.

#### **Plan**

A SEND support plan is developed by the class teacher in collaboration with both the child and parents/carers. A one-page profile is completed and updated regularly. Targets are agreed and reviewed termly or earlier as necessary. We will provide provision that is 'additional to' or 'different from' the normal differentiated curriculum in line with their needs. This provision is intended to overcome the barrier to their learning/SEN and ensure that they can make progress from their starting point.

#### **Do**

The planned support or intervention is carried out over an agreed period.



## Review

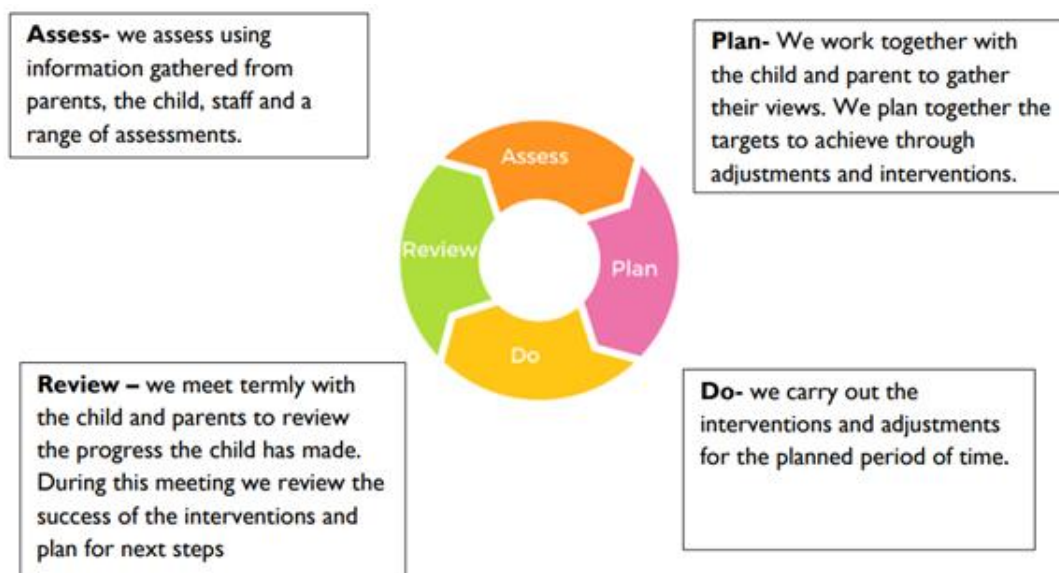
The progress of all pupils on the SEN register is carefully monitored and reviewed by teaching staff and the SENCo each term. Existing targets are discussed and new ones are set. Progress towards targets is recorded and shared with the child and their parents/carers.

All interventions are recorded and monitored through the school's 'provision map' where progress is recorded. If we feel we are not currently meeting the child's needs and extra support is required or involvement required from health professionals, EHCPs referrals may be completed by the school.

If a child has a statement or Education Health and Care Plan (EHCP) the same termly review meetings take place, but the EHCP will also be formally reviewed annually.

Parents can also apply for an EHCP, paperwork and instructions on this can be found on the Local Offer (see below).

Asses, plan, do, review model from the SEND Code of Practice.



## Outside agencies

We sometimes seek advice from outside agencies offering specialist services. This is done with the permission of parents/carers.

We work in partnership with many different agencies including, but not limited to:

- Your GP
- School nurse



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- Occupational Therapy
- Physiotherapy
- SALT (Speech and Language Therapy)
- School to School Support
- CAMHS (Child & Adolescent Mental Health Support)
- CEPP (Child Educational & Psychology Service)
- Inclusion team
- Access through technology
- Specialist Resource Bases

### **Funding for SEN**

Swanton Morley Primary School receives funding directly from the Local Authority to support the needs of learners with SEN. The amount can be seen in the Norfolk SEN memorandum. See link below.

<https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

For the financial year 22/23 the school received £41,105.

- We can also apply to the Local Authority for 'top up' funding for learners who need a greater level of support. In order to request this additional funding the school needs to submit appropriate evidence of how the pupil has been supported along with the completion of INDES. (identification of needs descriptors in educational settings) The local authority through moderation, will decide on the allocation of this.
- 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. We try where ever possible to work with small groups of children to get maximum value for money and to prevent children from feeling isolated from their peers.
- The budget is allocated on a needs basis.

### **Complaints**

If you are unhappy with any aspect of the support your child is receiving, you should firstly:

Speak to the class teacher

If you are still not happy you should follow these steps in order:

Arrange to meet with the SENDCo

If your problem persists:

Discuss your concerns with the Head teacher

Contact the School Governors. The SEN Governor can help with general SEN issues.

The Chair of Governors will deal with complaints.

### **Transitions**



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We encourage all new children to visit the school prior to starting when they will meet their class and be shown around the school. For children with SEND we would encourage further visits & meetings to assist with the acclimatisation of the new surroundings. We would also visit them in their current school if necessary.

When children are preparing to leave for high school, we can arrange additional visits.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### **Equal Opportunities**

All children are included in all parts of the curriculum and life of the school. We aim for all children to be included on school trips and endeavour to provide the necessary support to ensure that this is successful.

Some parts of our school site are still not accessible to wheelchairs and we are taking advice, making modifications and improving access.

National Research has shown that children with Special Education Needs can be especially vulnerable to bullying. We take all incidents of bullying very seriously and are mindful of this research when looking after all of the children in our care. Please contact the school about any concerns.

### **Local Offer**

This report forms part of what is known as the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. (SEND) The Local Offer provides parents with information about what is available in Norfolk to support their children. For further information visit:

[www.norfolk.gov.uk/children-and-families/SEND-local-offer](http://www.norfolk.gov.uk/children-and-families/SEND-local-offer)





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