



## Swanton Morley Primary School SEN Information Report 2021-2022

Next review date: December 2022

Swanton Morley Primary School works hard to meet the needs of all children. We want all of our children to enjoy their time at our school and to enable every child to access our rich and stimulating learning environment.

### **Introduction**

Welcome to our SEN information report This report is designed to give an overview of the support we provide for children with SEND and help parents understand our approach. Schools are required to publish an 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.

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:

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

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:

01362 637219

[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



### **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 fall behind 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 (SPeLD) linked to dyslexia (difficulties with learning to read,) 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)**



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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.

#### **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.

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN 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 of a kind generally provided for others of the same age in mainstream schools....." p15/16**

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



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## **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 (2021/2022) we have identified 16% of our pupils as having SEN.

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

An adult at the school, a member of the family or the child themselves may raise concerns about difficulties with learning. Once these concerns are raised, a series of observations and discussion will begin.

When a child joins the school, information from the previous school will feed into our assessment of the child's needs.

If you have concerns about your child, please contact your child's class teacher and let us know how we can help. Appointments can be made through the school office.

### **How do we support learners with SEN?**

If your child is identified as having SEN, 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.

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. 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 oversee, plan and work with each child with SEN to ensure that they can access all areas of learning. Tasks are differentiated to meet the needs of all children in the class. There may be a Teaching Assistant working with your child either individually or as part of a group.

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.

The SENCO oversees the support and progress of any child requiring additional support across the school.



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### **How do we allocate SEN funding?**

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. We can also apply to the Local Authority for 'top up' funding for learners who need a greater level of support, however funding levels have been significantly reduced over the last year.

- 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.

### **How do we decide what sort of support a child will receive?**

The type of support we provide is dependent on the individual's needs, and the support that we offer is described on a chart called a provision map which describes the interventions and actions that we use. We modify the provision map regularly as our learners and their needs change.

- The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- Different children will require varying levels of support in order to bridge the gap to achieve age expected levels.
- We will spend time finding out how your child learns, what helps and what they find difficult.
- We hold discussions between parents, children and staff.

### **External Agencies**

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

- Your GP
- School nurse
- Occupational Therapy
- Physiotherapy
- SALT (Speech and Language Therapy)
- School to School Support
- CAMHS (Child & Adolescent Mental Health Support)
- CEPP (Child Educational & Psychology Service)

### **Training**



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Our Teaching Assistants have had training in delivering reading, spelling and phonics programmes. We have staff who have received training relating to speech and language therapy, maths, supporting children with ASD, behaviour and mental health difficulties. We aim to ensure that staff have the training they need to meet the needs of the children they support.

### **How do we find out if support is effective?**

Checking children's' progress is an integral part of our assessment process. We follow the 'Assess - Plan - Do - Review' model to ensure that provision is working. It is important that parents, carers and children are involved as part of this process.

- We track and monitor the progress of all the children in school against national and age related expectations and against targets set.
- If your child has an EHCP regular reviews will take place to discuss your child's progress.
- Verbal feedback is sought from teacher, support staff, parent and pupil.

### **How does the school know how well my child is doing?**

As a school we measure children's progress against national and age-related expectations.

- Class teachers assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry in reception through to Year 6, using a variety of different methods. These include tracking progress against National Curriculum expectations, using formal assessments and using standardised Reading and Spelling tests.
- Children who are not making expected progress are discussed in progress meetings between the Class teacher and senior management team. Discussions take place about why individual children are experiencing difficulty and what further support can be given to aid their progression. A personal profile or learning plan may be developed to support your child. These will be discussed and developed with you.
- When Individual Learning Plans are reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **What happens if I am not happy with what the school is doing to support my child?**

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:



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Arrange to meet with the SENDCo

If your problem persists:

Discuss your concerns with the Head teacher

Contact the School Governors. The SEND Governor can help with general SEND issues. The Chair of Governors will deal with complaints.

### **How will my child be included in activities outside the classroom including school trips?**

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

### **How accessible is the school environment?**

- Unfortunately, some parts of our school site are not accessible to wheelchairs. However, we are taking advice on making modifications and improving access.

### **How does the school manage the administration of medicines?**

The school has a policy regarding the administration and managing of medicines on the school site.

- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis Teaching Assistants generally oversee the administration of any medicines.
- As a staff, we have regular training and updates of conditions and medication affecting individual children so that we are able to manage medical situations.

### **What support is available for my child's overall well-being?**

- We are an inclusive school. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health or other services available to the cluster.
- We can provide nurture groups or activities for children needing additional support.



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## **Bullying**

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.

## **How will the school prepare and support my child when joining or transferring to a new school?**

- 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 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.