



SEN Information Report 2023-24

Welcome to our SEN information report. This document is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The local offer is an online resource designed to support children and young people with special educational needs/ disabilities and their families. It describes the services and provision available within Norfolk for all children with Special needs/ disabilities with or without an Education Health and Care Plan.

The Norfolk Local Offer can be found here;

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

This report is reviewed annually and should be read in conjunction with our SEN policy and our Accessibility Plan. 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 Needs at our school

At Reffley Academy we are committed to working together with all members of our school community.

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. If you think that your child may have a special educational need, please speak to the class teacher in the first instance.

The best people to contact in school this year are ;

Claire Bunton – SENCO senco@greenpark.norfolk.sch.uk

Helen Fendley – Headteacher head@reffley.norfolk.sch.uk

Claire Hodgson - Pastoral support chodgson@reffley.norfolk.sch.uk

School office 01553 772018 or office@greenpark.norfolk.sch.uk

Our Approach to Teaching Learners with SEN

We expect all adults and children to participate in learning and we celebrate all members of our community. We create an inclusive culture in our school where staff are aware the diversity of children's backgrounds, interests, experience, knowledge and skills.

We involve parents and families at all stages of their child's education through regular communication such as parents meetings, drop ins and informal events such as coffee mornings.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We aim to create a learning environment which is flexible enough to meet the needs of all learners. We monitor the progress of all pupils to ensure that effective learning is taking place. We ensure that all pupils in our school are equally valued by having access to a broad and balanced curriculum which is differentiated to meet individual needs.

Identification of a SEN and Assessment

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'**

We support children within each category of SEN.

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

Further information can be found within the SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For some children, SEN can be identified at an early age. We work together with nurse and pre-school providers and previous schools to gather information during the transition process, making sure we have the necessary information to support the child. On entry into Reception we use recognised speech and language screening tools to determine support required. Some children and young peoples difficulties become evident only as they develop. All those who work with children and young people are aware there may be emerging difficulties and respond early.

We recognise that parents know their children best and we listen to and understand when parents express concerns about their child's development. We are also aware that pupils may raise concerns about their own learning and that their pupil voice is particularly important.

We ensure that the assessments we use help us to build a 'picture' of the child and are relevant and that they will help to identify a range of strategies to support learning and development. Assessments we use include;

- Conversations with parents / carers, pupils and school staff

- Transition documents and conversations from a previous setting
- Observations by SENCO
- Use of external services such as the Educational Psychology Support Service
- SEN pupil progress meetings
- Thrive assessments

In addition , where necessary the school may seek advice and expertise from additional professionals such as ;

- The Dyslexia Outreach Service
- Health
- Speech Therapy
- Educational Psychologist
- Social, Emotional , Mental Health support

Working with Children and Families

The school works with the parents/ carers to support SEND children. We ensure that parents/carers are involved in all we do. This is achieved in a number of ways;

- Through face to face meetings with the class teacher or SENCO
- Parents evenings
- Phone calls
- Through another meeting such as an Early Help Assessment Plan. (EHAP)
- Dojo communication

Parents are invited to be involved with the implementation of our Assess, Plan, Do , Review Process where current actions are discussed and implementation agreed.

Children are also a vital part of the process and are involved with talking about their own needs, where they feel they need support and what the school can do to support them. The child meets with the SENCO once a term to review their own needs and to ensure that they are at the centre of their learning journey.

Child centred approach

A child centred approach means using the child as the starting point for lesson plans and for developing a personalised curriculum. Staff get to know the child and recognise of any special interests they may have. These interests can then used to facilitate access to learning. This dovetails with work carried out by our Thrive lead and practitioners , looking at developing the whole child and enabling them to be ready to learn.

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

The Right Provision

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 and 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) 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.

We ensure that the right provision is in place for all children at our school. Through our Assess, Plan, Do review process we;

- **Assess** the individual needs of the child looking at strengths and weaknesses, the whole picture of the child, personal interests as well as taking in to account views of both the child and parents.
- We **plan** the best way to support the individual, this may be through small group work, in class support, some one to one sessions, referral to a specialist, working with our pastoral team, family support and much more. We decide on three relevant actions that we aim to achieve. These are shared with the child and parents.
- We then **do** what we planned to do, making sure that feedback is given to the class teacher, SENCO or pastoral team as required. We make any necessary changes to the plan as we move through the cycle.
- Finally we **review** progress at the end of a six week cycle. We believe that regular review is key to progression. At this point we decide whether progress has been made and actions achieved or whether the plan and actions need changing or whether a referral to an appropriate external agency may be required.
- The review process then feeds back into the assess section to begin a new cycle.

EHCPs

Sometimes, the needs of the child may be complex and / or significant. There may be a need for the school to apply for an Education, Health and Care Plan (EHCP) needs assessment.

More information about the EHCP process can be found on the Local Offer website. An EHCP can be applied for by professionals from Education, Health or the Care sector.

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

Transition and Next Steps

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.

Equal Opportunities and Adapting the Curriculum

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.

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/>

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

Have your say

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 SENDIASS

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