



Welcome to The St Mary Federation SEND Information Report

Brancaster, Docking and Sedgeford Primary Schools

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Our SEND report



aims to inform everyone how we support children with **Special Educational Needs and Disability (SEND)**



is updated annually and has been produced with information and support from Federation stakeholders. We would welcome your feedback in the view of this offer so please do let us know your thoughts.



is part of the Norfolk Local Offer. The Norfolk Local Offer can be found on the Norfolk website www.norfolk.gov.uk/children-and-families/send-local-offer

Our Approach to Learning



- ❖ **All members of the Federation community support children with SEND and ensure that they are integrated fully into the life of the Federation.**
- ❖ **All children identified as having SEND, as far as possible, have equal access to a broad and balanced curriculum, with modifications made if appropriate.**
- ❖ **Differentiation occurs in all lessons to improve the educational opportunities of all children.**
- ❖ **We meet the special educational needs of children with physical disabilities as far as is practicable in terms of the layout and resources of the Federation.**
- ❖ **We communicate with parents and carers about all aspects of the Special Educational Needs provision made for their children and seek to develop this partnership.**

How we identify SEND

At different times through their school life, children may be identified as having an SEND. The Code of Practice defines SEND as:-

A child or young person has SEND if they have a learning disability or difficulty that calls for special educational provision to be made for them.

A child or young person has a learning disability or difficulty if they:-

- Have a significantly greater difficulty learning than the majority of others of the same age
- 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 and academies.

If a child is identified as having SEND we will provide provision that is “different from or additional from” the normal differentiated curriculum in order to overcome the barrier to their learning.

Children can fall behind in their learning for lots of reasons and we are committed to ensuring all children have access to learning opportunities. For those who are at risk of not making progress we will intervene; however this does not mean that all vulnerable learners have SEND, only those with a learning difficulty that requires special educational provision will be identified as having SEND.



People who support our SEN children in school



Class Teachers



Teaching Assistants



Special Educational Needs Co-ordinators (SENCO)



Head Teacher



SEND Governor

How They Support Our Children



Class Teachers – Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet individual children’s needs (also known as differentiation).



Teaching Assistants – work with the class teacher to identify areas of support for children with SEN. They attend training opportunities related to SEND and differentiation.

Their main priorities are to:

- Support children access the curriculum
- Empower children to develop effective strategies that enable them to become independent learners
- Support the implementation of differentiation and specialist support strategies within the classroom
- Keep students focused on learning activities during lessons
- To deliver small group intervention workshops
- To communicate, where appropriate, to parents and carers regarding aspects of pupil progress

SENCO – Special Educational Needs Co-ordinator



Mrs Catherine Golding

Mrs Golding ensures that –

- **All staff involved with your child are aware of their individual needs and/or conditions and what specific considerations need to be taken to enable them to be included and to make progress.**
- **All staff working with your child are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the help of IEPs, outside help and specially planned work.**
- **Staff are aware and confident about how to meet the needs of your child and others within the school; this may involve organising training.**
- **There is appropriate support in place for children with SEND.**
- **Where appropriate, there are up to date SEND records on children.**
- **You are informed and kept up to date about the support your child is getting.**

Executive Head Teacher



Mrs Sarah Bocking

Mrs Bocking will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.

Mrs Bocking oversees:-

- **The day to day management of the school, including support for children with SEND.**
- **Ensuring that the Governing body is kept up to date with any issues across the Federation relating to SEND.**
- **Ensuring that the SENCO role is delivered in accordance to statutory guidance and in line with Federation policy.**



SEND Governor



Rev'd Peter Cook

The SEND Governor oversees:-

- **Making sure the Federation has an up to date SEND report.**
- **Making sure the Federation has appropriate provision and has made necessary adaptations to meet the needs of all the children.**
- **Making sure that the necessary support is made for any child with SEND who attends the Federation.**
- **Understanding and monitoring the support given to children with SEND across the Federation and being part of the process to ensure that every child achieves his/her full potential.**

In The Classroom



Planning and teaching will be adapted, if needed, to meet your child's learning needs and increase their access to what is on offer.



Class teachers plan lessons according to the needs of all groups of children in their class and will ensure that all learning tasks are adjusted in order to enable all children to access their learning as independently as possible.



Specific resources and strategies will be used to support your child individually, in small groups and when working with the class.

The Types of Support

SEN support will be provided using a “graduated approach”. This approach will follow a four part cycle – Assess, Plan, Do and Review.

Children will get support that is specific to their individual needs. This may be provided by their class teacher, other staff in school or outside agencies such as Speech and Language Therapist, Sensory Support Teachers, etc.

All interventions are carefully planned and co-ordinate with the school day to avoid disruption to day to day schooling.

These are the main types of support offered across the Federation:-



Class Teacher



Small Group work

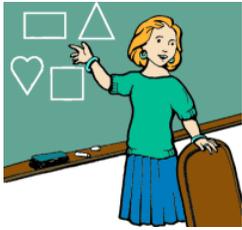


Specialist Sessions



Specified Individual Support

Class Teacher



Class Teacher input via good/outstanding classroom teaching.

What would this mean for your child?	Who can get this type of support?
<ul style="list-style-type: none">✓ The Teacher will always have the highest possible expectations for all children in their class✓ 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✓ Putting in place specific strategies to enable your child to access the learning activities	All children across the Federation receive this



Specific Small Group Work



These are often called interventions. This means the children have been identified as needing extra support in the class as part of the plan, do, assess, review cycle. These can be carried out by other staff in school.

What would this mean for your child?	Who can get this type of support?
<ul style="list-style-type: none">✓ The class teacher/SEN team monitor the progress of children. Where gaps in learning or understanding are identified, additional support is assigned to help the child make better progress✓ Targeted and at times personal interventions can reduce the barriers to learning and support children to make progress✓ Support can be offered through the school day and are carefully timetabled to ensure children do not miss out on other opportunities	Any student who has specific gaps in their understanding in an area of learning

Specialist Sessions



Specialist support run by outside agencies e.g. Speech and Language Therapist.

This means the class teacher/SENCO has identified the need for some extra specialist support in school from a professional outside the Federation.

What would this mean for your child?	Who can get this type of support?
<ul style="list-style-type: none">✓ If your child has been identified as needing further specialist input, referrals may be made to outside agencies to advise and support the Federation to help your child to make progress✓ Before the referral is made we will discuss with you your child's progress and help plan possible ways forward✓ The specialist will work with your child to understand their needs and make recommendations which may include:-<ul style="list-style-type: none">a. making changes to the way your child is supported in classb. support to set targets which will include their specific professional expertisec. your child's involvement in a group run by Federation staff under the guidance of the outside professional e.g. speech and language work, social needs group, etcd. group or individual work with outside professionals	Children with specific barriers to learning that cannot be overcome with what we can solely offer in school

Specified Individual Support



This is usually provided via a statement of special educational needs or an Education Health Care Plan (EHCP).

This means that your child will have been identified as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the Federation.

What would this mean for your child?	Who can get this type of support?
<ul style="list-style-type: none">✓ Either the Federation or you as parents can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process and you can find out more about this through the Norfolk Local Offer✓ After the request is sent into the LA they will decide whether they think your child's needs are 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 that they will then put into an EHC Plan (previously called a statement)✓ The document will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child✓ Not all requests result in an EHCP	<p>Students whose learning needs are:-</p> <ul style="list-style-type: none">- severe, complex and lifelong- need more than 15 hours of support in school

Communicating with Parents



The St Mary Federation has robust measures for tracking children's progress. When classroom teaching is not meeting the needs of the child, the teacher will raise this with the SENCO. If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you of any steps they are going to take to further support your child's learning.

If your child is still not making expected progress school will discuss with you:-

- **any concerns you may have**
- **any further interventions or referrals to outside professionals to support your child's learning**
- **how we could work together to support your child at home and at school**



Funding



In addition to our main funding, the Federation may be able to apply to Cluster or obtain Pupil Premium money to help with resources. There is only a limited amount of cluster funding and bids have to go to a Panel of Headteachers and our cluster Educational Psychologist who discuss each individual case before making a decision.

Transition Support



The Federation will support your child fully in their transition to High School. Ways in which we do this are:-

- **SENCO has very good relationship with high school SENCOs so can ensure your child and their needs are known to them**
- **Ensuring we work alongside your chosen high school to prepare your child for transition**
- **Liaising with high schools to provide extra transition days where appropriate**
- **Facilitating meetings between parents/children and high school SENCOs**
- **Inviting high school SENCOs to statement/EHCP review meetings as appropriate**

Effectiveness of our Federation Support



We constantly monitor and review our policies and procedures across our 3 school Federation to ensure we provide the best possible support to children with SEND and their families. Ways in which we do this are as follows:-

- Pupil progress meetings where we ensure that children's learning needs are being met
- Reporting to Governors who can ensure that we are providing the best support possible
- Communicating with parents and children, taking on board their feelings and wishes about support we provide

We are always interested in hearing parents' views. If you have any contributions/comments regarding this document or any of our SEND practise, please do not hesitate to contact the SENCO, class teacher or head teacher at your child's school.

