



Diocese of Norwich
Education and
Academies Trust

Special Educational Needs and Disability Policy

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Person Responsible:	Deputy Chief Executive Officer

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as “the Trust”), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal/Headteacher. The Principal/Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust’s policies.

Contents

Policy Statement	3
What is a Special Educational Need?	3
What is Disability?	3
Aims and Objectives of the SEND Policy are	4
Whole Academy strategies to support pupils with SEND	4
Roles & Responsibilities	4
Staff training	6
Partnership with Parents / Carers	6
Voice of the Pupil	6
Monitoring	6
Review	6
Links to Other Policies	6
APPENDIX 1: SEND Information Report	7

This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential. **The Dove Federation (Parker's and Caston Primary Academies)** (hereafter referred to as "the Academy") believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils' learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching.
- All staff will use their "best endeavours" to meet the pupil's needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning that requires provision that is in addition to or different from others
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities"

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Aims and Objectives of the SEND Policy are

- That all pupils access an ambitious curriculum.
- To provide quality first teaching.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils' self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide continuing professional development so that staff will feel they have the expertise to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by teaching assistants or other experts who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND Support. The graduated response is an ongoing cycle of assess, plan, do, and review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

Roles & Responsibilities

All staff at the Academy have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of attainment and progress data
- Analysis of progress through the 7Cs
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Individual learning plans, which are in addition to or different from typical curriculum provision
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.
- Case sampling

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor the Academy's system of Learning Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy-based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need a Learning Plan or Pupil Passport.
- Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'. Staff training will be offered as needs are identified.

Partnership with Parents / Carers

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted where appropriate, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

Monitoring

The impact of this policy will be monitored through regular review and feedback from staff, children and parents/carers.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed annually or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

APPENDIX 1: SEND Information Report - Example



The Dove Federation

Executive Headteacher: Mrs Sarah Disney



Parkers C of E V.C Primary School
Pound Hill
Saham Toney
Norfolk
IP25 7HP
Tel: 01953 881601
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Caston C of E V.A. Primary School
The Street
Caston
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NR17 1DD
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Web: www.caston.norfolk.sch.uk

Dove Federation SEN Vision

At the Dove Federation, guided by Christian values, we strive to provide a nurturing and inclusive environment where every child is valued and challenged to reach their full potential. Inspired by the words of Jesus in Matthew 7:7 - 'Ask and it shall be given unto you, seek and you shall find, knock and the door shall be opened' - we encourage our children to seek knowledge, wisdom, and understanding through prayer, reflection and exploration. We believe that every teacher is a teacher of every child, including those with Special Educational Needs (SEN). We value all children equally, whatever the differences in their abilities or behaviours and believe that every child matters. We aim to meet individual needs and provide opportunities for all children to make good progress. Children should enjoy reaching their goals and have these achievements celebrated. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent, resilient and confident in their learning.

Special Educational Needs and Disabilities Report 2024

Our SENDCO

Mr Marcus Halmshaw is the Special Education Needs and Disability Coordinator (SENDCO) for The Dove Federation which includes Caston C of E Primary Academy. He can be contacted via Caston School Office on 01953 483 304. SEND Governor:

Our aim

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations from everyone (teaching staff, support staff, parents and the children) involved in the process of special provision.
- To provide full access to all areas of the curriculum, whatever the special need.

We aim to be an inclusive school working with the Trust (DNEAT) and support from the Local Authority as necessary to make this possible.

Identification and Provision

At Caston Primary Academy, we believe it is important to the well-being and achievement of all our children to identify additional needs as soon as possible. All children are unique and develop at different rates; sometimes it can take longer for a special educational need to become evident. As a school we identify pupils with Special Educational Needs and Disability in a number of ways:

- Information and concerns raised by parents or carers; we have an open-door policy so parents can raise concerns at any time, initially with the class teacher.
- Class teachers, support staff and the learners themselves may be the ones to notice a difficulty with learning.
- Liaison with the previous school or pre-school provides valuable information, whether the child transfers to us into reception or at any point during their time in primary school.
- Tracking and monitoring of progress by the class teacher is an on-going process and may raise concerns as well as pupil progress measured termly in assessments.
- Information from external agencies e.g. health, social care, adoption agencies, Looked After Child carer or social worker.
- As a school we are now following the 7 C's Learning Portfolio which is a strengths-based approach.
- We work closely with the Trust (DNEAT) liaising with other professionals promoting SEND within the school.

If parents have any concerns about their child's learning they should:

- Talk to the class teacher about their concerns.
- Parents can also make an appointment to phone or meet the SENDCO.

Contact can be made via the school office emailing or telephoning.

Assessing your child

We use a range of assessments to gain a better understanding of a child's abilities and needs depending on the child's age and understanding. The assessments we are currently using include:

- Foundation Stage Profile
- New Salford reading test
- Phonics screening
- Dyslexia/dyscalculia screening assessments using *GL Assessments* on line.
- PiXI Termly Assessments in *GPS*, Numeracy & Reading which allow for diagnostic feedback and interventions to be set up.
- SATs assessment tests (years 6)
- 7 C's learning Portfolio - this provides a language of assessment that can be used by everyone. (Cognition, creativity, control, compassion, co-ordination & curriculum) There are seven skills within each C.

Monitoring progress

Our monitoring process is an integral part to teaching and learning for all children at Caston Primary Academy. We follow the 'asses, plan, do, review' model from the SEND Code of Practice. When a child has been identified as having a special educational need then a Personal Learning Plan (PLP - which will include reference to the 7 C's) will be put in place, depending on a child's level of need. This involves a meeting with the child, parents/carers and the class teacher. The needs of the child are discussed, how best to support the child, termly targets are set and the interventions and support to be put into place are used to create a provision map or PLP. From this, interventions are put into place and reviewed termly during pupil progress meetings (which involve the class teacher, SENDCo and Head). The progress will be monitored using a tracking system based on results & progress within the 7 C's. A further meeting will then be arranged with the child's parents/carers when the plans will be reviewed and new targets set (This is completed termly).

The SENDCO monitors all of the interventions used and the progress of all SEND children. Children, Parents/Carers as well as teaching and support staff are directly involved in the reviewing progress. The review is part of parent's evening meetings held once a term. The child's progress is discussed; evaluated and next steps are planned. Outside agencies are sometimes commissioned to work with individual children when the assess, plan, do, review cycles are not showing accelerated progress or further advice is needed.

If a child has an Education Health and Care Plan (EHCP) the same termly review meetings take place, but the EHCP is also formally reviewed annually. The SENDCO keeps records of every child with SEND in the school. All children are assessed once a term (3 times a year) however, children with SEND may be assessed more frequently. Once an assessment has taken place the SENDCO is informed of the outcome and next steps are discussed. All interventions are recorded and monitored through the school's 'intervention folders' where progress and impact is evidenced and accelerated progress is achieved. EHCP referrals can be completed by the school (after consultation with parents/carers) if we feel we are not currently meeting the child's needs and extra support is required or involvement of other health professionals is needed. Parents can also apply for an EHCP, paperwork and instructions on this can be found on the Local Offer (see below)

Joining our school

We recognise that arriving at a new school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If a child is planning on moving to our school:

- We invite parents to visit the school with their child to have a look around and speak to staff.
- The SENDCO will attend any Annual Reviews of children transferring from pre-school and attend transition meetings.
- Additional visits are arranged as needed over an extended time period to support individual need.
- If other professionals are involved with the child, a meeting of all professionals may be held to discuss the child's needs; share strategies used, and ensure provision is put in place before the child starts.

- Visits to their existing setting (e.g. pre-school) will be made by staff and SENDCO.
- We may put 'settling in' strategies in place
- If a child has moved to our school without a transition, we will contact the previous school to arrange for transfer of information as soon as possible, which will include telephone/ face to face meetings if required.
- Each child will be monitored and any necessary additional support will be discussed with parents, the class teacher and other relevant professionals.
- The class teacher will endeavour to assess a child's levels of attainment in numeracy and literacy as soon as possible to their arrival at our school and will plan accordingly, with SENDCO input, as relevant.

Moving on

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We can contact the new school's SENDCO to discuss any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If needed, transition visits over an extended period of time can be arranged.
- The catchment high schools have planned transition days and have extra days for SEND children.

When moving classes in school:

- Information and relevant documents (including a record of support) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and spend time in their new classroom prior to the end of the summer term (previously we have had several transition mornings/ afternoons and one whole day.)

In Year 5:

- Children with EHC plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate secondary school options.

In Year 6:

- The SENDCO (or inclusion manager) from our feeder High Schools meets with the SENDCO at Caston Primary Academy and is invited to attend Annual Review meetings.
- An enhanced transition project has been developed for SEND children with their transition to high school which includes additional visits.

External Personnel and Other Agencies

We work closely with the Educational Psychology and Specialist Support team (EPSS), Educational Psychologist, Specialist Support Teacher, SEMH specialists, professionals from the Short Stay School

for Norfolk, School to School Support (S2S), Dyslexia Outreach Support (DOS), Inclusion support, Virtual School Sensory Support team, Speech and Language team (SALT), Occupational Therapists, ASD team, One2One Counselling, CAMHs, Specialist School support and the School Nursing team. We will continue to work alongside these agencies as well as voluntary organisations such as Nelson's Journey.

Staff training and deployment

Our staff receive regular training to ensure high quality teaching and support. Staff are currently trained in:

- Statutory Safeguarding
- Autism awareness training
- Dyslexia friendly teaching practice
- First Aid
- Norfolk Steps training (Step on/up)
- Prevent Training
- Precision Teaching
- Nurture Training
- Mental Health Champions
- SEMH work
- Trauma Training making school staff trauma aware
- ELSA (named staff)

In Spring 2024 the Federation developed a relationships/behaviour policy which replaced the old behaviour policy which incorporated a trauma informed approach including the use of restorative conversations when dealing with behavioural issues. The school also uses a 'Nurture Approach' which has allowed the school to offer support to children with SEMH needs and find coming into school a challenge. We also employ a school counsellor to work with some of our children on a fortnightly basis. We have further developed this and have trained a number of staff in ELSA (Emotional Literacy Support Assistant)

Support staff are deployed according to individual needs. Although some children do have 1:1 support for the school day, we work hard to ensure they are given opportunities to develop their independent skills. Teaching assistants are trained in delivering specialised interventions and work alongside teachers and the SENDCO to deliver these throughout the school. During the mornings support staff mainly support children within their class and during the afternoons support staff deliver specific interventions throughout the school to a range of children.

Our school's current data September 24

Currently we have 26(35.1%) on the register including 8 EHCPs (3 are in the draft stage awaiting the final version). The learning plans are updated termly and reviewed at parent's evening. We now incorporate the 7 Cs philosophy.

SEN support 18/74(24.3%). National Average 13% Those with an EHCP 8/74 (10.8%) National Average 4.3% 7 girls and 19 boys.

Caston September 24

SEND profile by year group

	Nursery	Recep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total

Number of pupils	7	7	5	17	6	13	14	5	74
Pupils identified with SEN	0	0	0	6	1	4	3	4	18(24.3%)
Pupils with an EHCP	1	1	0	3	0	0	2	1	8(10.8%)
Total	1	1	0	9	1	4	5	5	26 (35.1%)

Behaviour, Emotional and Social difficulties	8 pupils out of 74 = 10.8%
Cognition and Learning	5 pupils out of 74 = 6.8%
Communication and Interaction	12 pupils out of 74 = 16.2%
Physical and/or Sensory	1 pupils out of 74 = 1.4%

Whilst some children's needs cover more than one category, for the purpose of the above data only their primary need has been included. We have 3 pupils who are an Education, Health and Care Plan (EHCP) assessment.

Caston January 24

SEND profile by year group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of pupils	5	16	11	12	13	5	12	74
Pupils identified with SEN	0	4	3	3	3	3	2	18(24.3%)
Pupils with an EHCP	0	2	0	0	2	1	2	7(9.5%)
Total	0	5	3	4	5	4	4	25 (33.8%)

Behaviour, Emotional and Social difficulties	7 pupils out of 74 = 9.5%
Cognition and Learning	5 pupils out of 74 = 6.7%
Communication and Interaction (including ASD)	11 pupils out of 74 = 15%
Physical and/or Sensory	2 pupils out of 74 = 2.7%

How do we spend the schools SEN notional budget?

The schools SEND notional budget for the academic year 2024-25 is £78689

This is the amount that is delegated to the school in order to provide support for pupils. This money is not ring-fenced for particular named children but is instead available for the school to spend in a way which they think best meets the needs of children identified with SEND needs. The funding for 2023-24 was spent on accessing professional services provided by outside agencies e.g. behaviour support, additional training for staff in the area of SEND (precision teaching, ASD awareness), SEND surgeries for staff, purchasing SEND resources and put towards paying for teaching assistants to work with pupils who require additional support in school.

Equality

Caston Primary Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Complaints

Our school's Complaints Procedure can be found on our website. Any concerns should, in the first instance, be addressed to the Headteacher who may involve Governors as appropriate in line with the school's Complaints Procedure.

Have your say:

The Dove Federation is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

www.norfolk.gov.uk/SEND

Parent Partnership

www.dfe.gov.uk

Local Offer

The Local Authority have published a "Local Offer" to outline services available to children and their families. It explains what they can expect from a range of local agencies and will signpost you to further support if needed. Information on Norfolk's Local Offer can be found on the Norfolk website:

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

Norfolk County Council

County Hall

Martineau Lane

Norwich

Norfolk

NR1 2DH

Tel: 0344 800 8020

Written September 2024

To be updated September 2025 to ensure new policy reflects changes to arrangements and provision for pupils with SEND. Reviewed throughout the year.



The Dove



Federation

Executive



Headteacher: Mrs Sarah Disney

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Pound Hill
Saham Toney
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Special Educational Needs and Disabilities Report 2024

Our SENDCO

Mr Marcus Halmshaw is the Special Education Needs and Disability Coordinator (SENDCO) for The Dove Federation which includes Parker's Primary school. He can be contacted via Caston School Office on 01953 483 304.

Our aim

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations from everyone (teaching staff, support staff, parents and the children) involved in the process of special provision.
- To provide full access to all areas of the curriculum, whatever the special need.

We aim to be an inclusive school working with the Trust (DNEAT) and support from the Local Authority as necessary to make this possible.

Identification and Provision

At Parker's Primary Academy, we believe it is important to the well-being and achievement of all our children to identify additional needs as soon as possible. All children are unique and develop at different rates; sometimes it can take longer for a special educational need to become evident. As a school we identify pupils with Special Educational Needs and Disability in a number of ways:

- Information and concerns raised by parents or carers; we have an open door policy so parents can raise concerns at any time, initially with the class teacher.
- Class teachers, support staff and the learners themselves may be the ones to notice a difficulty with learning.
- Liaison with the previous school or pre-school provides valuable information, whether the child transfers to us into reception or at any point during their time in primary school.
- Tracking and monitoring of progress by the class teacher is an on-going process and may raise concerns as well as pupil progress measured termly in assessments.
- Information from external agencies e.g. health, social care, adoption agencies, Looked After Child carer or social worker.
- As a school we are now following the 7 C's Learning Portfolio which is a strengths-based approach.
- We work closely with the Trust (DNEAT) liaising with other professionals promoting SEND within the school.

If parents have any concerns about their child's learning they should:

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Assessing your child

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- SATs assessment tests (years 6)
- 7 C's learning Portfolio - this provides a language of assessment that can be used by everyone. (Cognition, creativity, control, compassion, co-ordination & curriculum) There are seven skills within each C.

Monitoring progress

Our monitoring process is an integral part to teaching and learning for all children at Parker's Primary Academy. We follow the 'asses, plan, do, review' model from the SEND Code of Practice. When a child has been identified as having a special educational need then a Personal Learning Plan (PLP - which will include reference to the 7 C's) will be put in place, depending on a child's level of need. This involves a meeting with the child, parents/carers and the class teacher. The needs of the child are discussed, how best to support the child, termly targets are set and the interventions and support to be put into place are used to create a provision map or PLP. From this, interventions are put into place and reviewed termly during pupil progress meetings (which involve the class teacher, SENDCo and Head). The progress will be monitored using a tracking system based on results & progress within the 7 C's. A further meeting will then be arranged with the child's parents/carers when the plans will be reviewed and new targets set (This is completed termly).

The SENDCO monitors all of the interventions used and the progress of all SEND children. Children, Parents/Carers as well as teaching and support staff are directly involved in the reviewing progress. The review is part of parent's evening meetings held once a term. The child's progress is discussed; evaluated and next steps are planned. Outside agencies are sometimes commissioned to work with individual children when the assess, plan, do, review cycles are not showing accelerated progress or further advice is needed.

If a child has an Education Health and Care Plan (EHCP) the same termly review meetings take place, but the EHCP is also formally reviewed annually. The SENDCO keeps records of every child with SEND in the school. All children are assessed once a term (3 times a year) however, children with SEND may be assessed more frequently. Once an assessment has taken place the SENDCO is informed of the outcome and next steps are discussed. All interventions are recorded and monitored through the school's 'intervention folders' where progress and impact is evidenced and accelerated progress is achieved. EHCP referrals can be completed by the school if we feel we are not currently meeting the child's needs and extra support is required or involvement of other health professionals is needed. Parents can also apply for an EHCP, paperwork and instructions on this can be found on the Local Offer (see below)

Joining our school

We recognise that arriving at a new school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If a child is planning on moving to our school:

- We invite parents to visit the school with their child to have a look around and speak to staff.
- The SENDCO will attend any Annual Reviews of children transferring from pre-school and attend transition meetings.
- Additional visits are arranged as needed over an extended time period to support individual need.
- If other professionals are involved with the child, a meeting of all professionals may be held to discuss the child's needs; share strategies used, and ensure provision is put in place before the child starts.
- Visits to their existing setting (e.g. pre-school) will be made by staff and SENDCO.
- We may put 'settling in' strategies in place
- If a child has moved to our school without a transition, we will contact the previous school to arrange for transfer of information as soon as possible, which will include telephone/ face to face meetings if required.

- Each child will be monitored and any necessary additional support will be discussed with parents, the class teacher and other relevant professionals.
- The class teacher will endeavour to assess a child's levels of attainment in numeracy and literacy as soon as possible to their arrival at our school and will plan accordingly, with SENDCO input, as relevant.

Moving on

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We can contact the new school's SENDCO to discuss any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If needed, transition visits over an extended period of time can be arranged.

When moving classes in school:

- Information and relevant documents (including a record of support) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and spend time in their new classroom prior to the end of the summer term (previously we have had several transition mornings/ afternoons and one whole day.)

In Year 5:

- Children with EHC plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate secondary school options.

In Year 6:

- The SENDCO (or inclusion manager) from our feeder High Schools meets with the SENDCO at Parker's Primary Academy and is invited to attend Annual Review meetings.
- An enhanced transition project has been developed for SEND children in their transition to high school which has included additional visits.

External Personnel and Other Agencies

We work closely with the Educational Psychology and Specialist Support team (EPSS), Educational Psychologist, Specialist Support Teacher, SEMH specialists, professionals from the Short Stay School for Norfolk, School to School Support (S2S), Inclusion support, Virtual School Sensory Support team, Speech and Language team (SALT), Occupational Therapists, ASD team, One2One Counselling, CAMHs, Specialist School support, Schools and Community Team and the School Nursing team. We will continue to work alongside these agencies as well as voluntary organisations such as Nelson's Journey.

Staff training and deployment

Our staff receive regular training to ensure high quality teaching and support. Staff are currently trained in:

- Statutory Safeguarding (annual refreshers completed)
- Autism awareness training
- Dyslexia friendly teaching practice
- First Aid
- Norfolk Steps training (Step on/up)
- Prevent Training
- Precision Teaching
- Nurture Training
- Mental Health Champions
- SEMH work
- Trauma Training making school staff trauma aware
- ELSA (named staff)

In Spring 2024 the Federation developed a relationships/behaviour policy which replaced the old behaviour policy incorporating a trauma informed approach including the use of restorative conversations when dealing with behavioural issues. The school also uses a 'Nurture Approach' which has allowed the school to offer support to children with SEMH needs and find coming into school a challenge.. We also employ a school counsellor to work with some of our children on a weekly basis. We have further developed this and have trained a number of staff in ELSA(Emotional Literacy Support Assistant)

Support staff are deployed according to individual needs. Although some children do have 1:1 support for the school day, we work hard to ensure they are given opportunities to develop their independent skills. Teaching assistants are trained in delivering specialised interventions and work alongside teachers and the SENDCO to deliver these throughout the school. During the mornings support staff mainly support children within their class and during the afternoons support staff deliver specific interventions throughout the school to a range of children.

Our school's current data

Currently we have 26 (31.7%) on the register; SEN Support 23(29%) and 3 EHCPs (2.3%) National Average 3.7%. The learning plans are updated termly and reviewed at parent's evening. We complete an INDES (Identification of needs descriptors in educational settings) for each SEN child and update as necessary.

14 boys 12 girls

Parker's September 2024

SEND profile by year group

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of pupils	5	6	17	10	11	11	10	12	82
Pupils identified with SEN	0	0	7	3	4	3	3	3	23(28%)
Pupils with an EHCP	1	0	0	0	2	0	0	0	3(3.7%)
Total	1	0	7	3	6	3	3	3	26(31.7%)

Whilst some children's needs cover more than one category, for the purpose of the above data only their primary need has been included. We have 3 pupils who are an Education, Health and Care Plan (EHCP).

Behaviour, Emotional and Social difficulties	6 pupils out of 82= 7.3%
Cognition and Learning	8 pupils out of 82 = 9.8%
Communication and Interaction (Including ASD)	12 pupils out of 82= 14.6%
Physical and/or Sensory	0 pupils out of 82 = 0%

March 2023

SEND Profile by year group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of pupils	11	11	8	7	11	16	12	76
Pupils identified with SEN	2	2	3	2	2	4	4	19(23.7%)
Pupils with an EHCP	0	2	0	0	0	0	1	3(4%)
Total	2	4	3	2	2	4	5	22(27.7%)

Behaviour, Emotional and Social difficulties	5 pupils out of 76 = 7.8%
Cognition and Learning	10 pupils out of 76 = 9.1%
Communication and Interaction	7 pupils out of 76 = 6.5%
Physical and/or Sensory	0 pupils out of 76 = 0%

How do we spend the schools SEN notional budget?

The schools SEND notional budget for the academic year 2024 - 25 is £68356

This is the amount that is delegated to the school in order to provide support for pupils. This money is not ring-fenced for particular named children but is instead available for the school to spend in a way which they think best meets the needs of children identified with SEND needs. The funding for 2023-24 was spent on accessing professional services provided by outside agencies e.g. behaviour support, additional training for staff in the area of SEND (precision teaching, ASD awareness, dyslexia), SEND surgeries for staff, purchasing SEND resources and put towards paying for teaching assistants to work with pupils who require additional support in school.

Equality

Parker's Primary Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Complaints

Our school's Complaints Procedure can be found on our website. Any concerns should, in the first instance, be addressed to the Headteacher who may involve Governors as appropriate in line with the school's Complaints Procedure.

Have your say:

The Dove Federation is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but

to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

www.norfolk.gov.uk/SEND

Parent Partnership

www.dfe.gov.uk

Local Offer

The Local Authority have published a "Local Offer" to outline services available to children and their families. It explains what they can expect from a range of local agencies and will signpost you to further support if needed. Information on Norfolk's Local Offer can be found on the Norfolk website:

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

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Norwich

Norfolk

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Written September 2024

To be updated September 2025 to ensure new policy reflects changes to arrangements and provision for pupils with SEND. Reviewed throughout the year.