



# The Dove Federation

Executive



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## 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 2025



### **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.
- The school has termly TAS (Team Around the School) and SaLT (Speech & Language Therapy) meetings as part of the Local Offer where children are discussed after consent has been gained from parent/carers.

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.
- PiXL 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 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 review 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. Consent is always sought when discussing a child or making a referral.

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**

As part of the local offer the school has a termly meeting with a range of outside agencies to discuss the SEND provision within the school/federation. This is called a Team Around the School meeting (TAS) which gives the school the opportunity to review and discuss SEND needs. This can involve training, new initiatives and also particular children or groups of children. Children will only be named if parental consent has been given. All meetings are minuted and actions acted upon including any referrals for specialist input.

The range of professionals we work with include the Educational Psychology and Specialist Support team (EPSS), Educational Psychologist, Specialist Support Teacher, SEMH specialists,

professionals from the Short Stay School for Norfolk, 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.

Seeking support outside of TAS meetings.

If the school need support they will contact the Send and Inclusion Line (part of the local offer) to discuss the need (individual child consent will be sought) and a referral will then be made and support given. The school can also seek professional advice from other organisations and will meet the cost from the SEND budget.

### **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 fortnightly basis. We have further developed this and have trained a number of staff in ELSA (Emotional Literacy Support Assistant) although we are not currently signed up to ELSA.

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 October 25**

Currently we have 32 (36.3%) on the register; SEN Support 27(30.3%) and 5 EHCPs (5.7%) - (4.4%) 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.

18 boys 14 girls



### **How do we spend the schools SEN notional budget?**

The schools SEND notional budget for the academic year 2025 - 26 is £71985

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](http://www.norfolk.gov.uk/SEND)

Parent Partnership

[www.dfe.gov.uk](http://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/article/40393/SEND-Local-Offer>

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