



# Stalham Infant & Junior Schools

## SEND Information Report

## **Introduction**

Welcome to Stalham Infant and Junior Schools SEN information report.

At Stalham, we believe that every child matters in our school and that every child is entitled to reach their full potential. As a school we work to ensure that we nurture the wellbeing of all our students in every aspect of school life by giving them access to teaching, learning and assessment opportunities regardless of needs and abilities.

Stalham Infant & Junior Schools is committed to working together with all members of our school community to ensure the success of every child.

It is important to us that we develop the whole child. Whilst it is important to us that all children are supported to meet their academic potential, it is equally important that we ensure that children are safe, happy and well prepared for the future. We seek to develop as many opportunities as possible for student leadership, student voice and student engagement in extracurricular activities.

The schools Special Educational Needs Coordinator is Ella Barnes and her email is [ebarnes@stalhamacademy.co.uk](mailto:ebarnes@stalhamacademy.co.uk). Please do contact her with any questions, queries or concerns.

Stalham's SEND information report will cover the following areas:

**\*Types of SEN**

**\*Identifying SEN**

**\*Approaches to learning**

**\*Assess, Plan, Do, Review**

**\*Evaluating provision**

**\*Adaptations to curriculum environment**

**\*Supporting emotional and social development**

**\*Assessing and reviewing progress**

**\*Engaging in additional services**

**\*Supporting transitions**

**\*Working with parents**

**\*Working with other professional**

**\*Links to further information**

**\*Contacts for further support and advice**

## Types of SEN

The Code of Practice (2015) says that:

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

We support all children whose needs fall within this definition according to their needs and strengths. The support we provide will be **“additional to or different from”** the normal differentiated curriculum and is intended to overcome the barriers to learning.

Special Educational Needs are categorised in four ways, which are set out below. This does not necessarily mean that a child will fall into one category. They may have needs that span across the SEN spectrum.

### Communication and Interaction:

- Autism Spectrum Disorders
- Speech and Language Difficulties
- Social Communication

### Cognition and Learning:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate and Severe Learning Difficulties
- Memory difficulties

### Social, Emotional and Mental Health Difficulties

- Attention Deficit Disorder and Attention Deficit Hyperactive Disorder
- Attachment disorder
- Mental illness, including depression and anxiety
- Eating disorders

### Sensory and/or Physical Needs:

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Motor skill difficulties
- Physical disability

## Stalham Infant and Junior Schools Current SEND Profile

Our current SEND profile shows that we have 24% of children identified as having SEND, and 1.3% of those have an Education Health and Care Plan.

Of the children identified as having SEND,

Whole school profile	
<b>38%</b>	have primary needs linked to Cognition and Learning
<b>30%</b>	have primary needs linked to Communication and Interaction
<b>2%</b>	have primary needs linked to Physical and Sensory
<b>38%</b>	have primary needs linked to Social, Emotional and Mental Health

## How Stalham Infant & Junior Schools identify SEN?

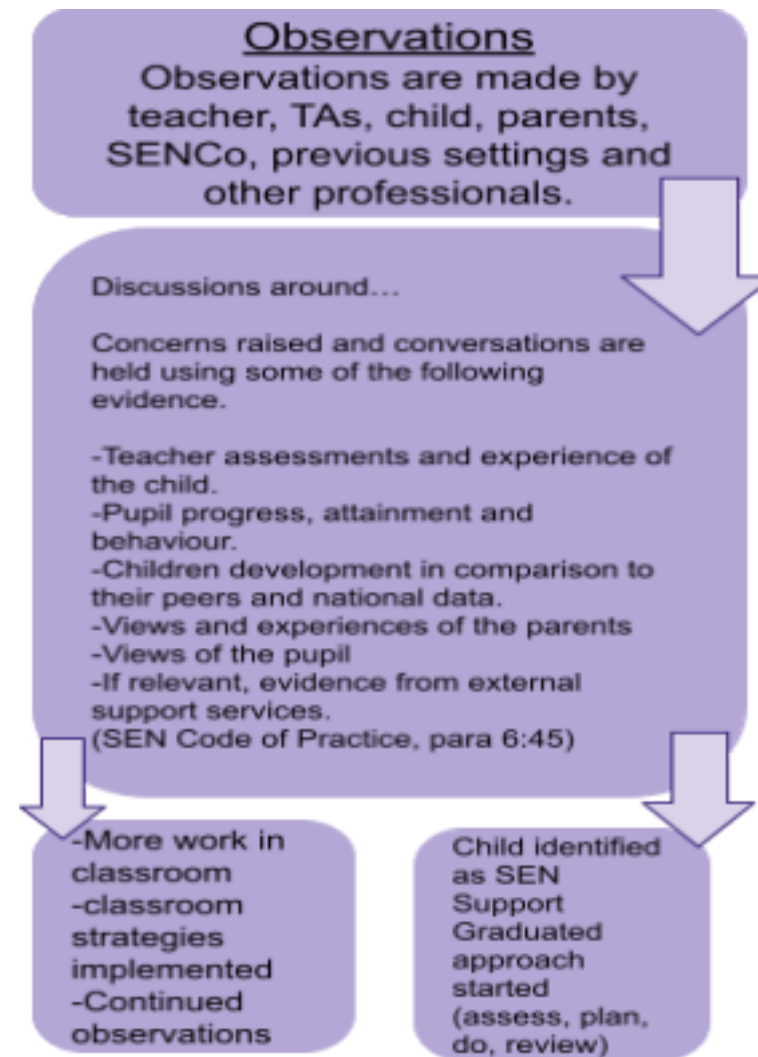
At different times in their school life, a child or young person may have a special educational need. The Department for Education Code of Practice (January 2015) defines SEN as follows:

*“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.”*

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments and in some cases information from previous settings.

At Stalham we recognise that slow progress and low attainment does not necessarily mean a child has special educational needs.

Likewise, we understand that children working and progressing at the expected standard may still have a special educational need and/or disability.



## **What should Parents/carers do if they think their child may have special educational needs?**

Parents/carers are able to discuss their concerns with the class teacher or SENCo who will liaise with the SENCo to devise differentiated learning to support the issues in the interim. If after a period of additional support, progress is not made the SENCo will contact parents/carers to discuss the needs of the child and seek permission to refer to other agencies if necessary.

Parents/carers can also contact the SENCo directly upon the first signs of concern to highlight any issues. If the child is in the Foundation Stage additional parenting support and strategies to target issues will be provided as a precursor to formal assessment and identification.

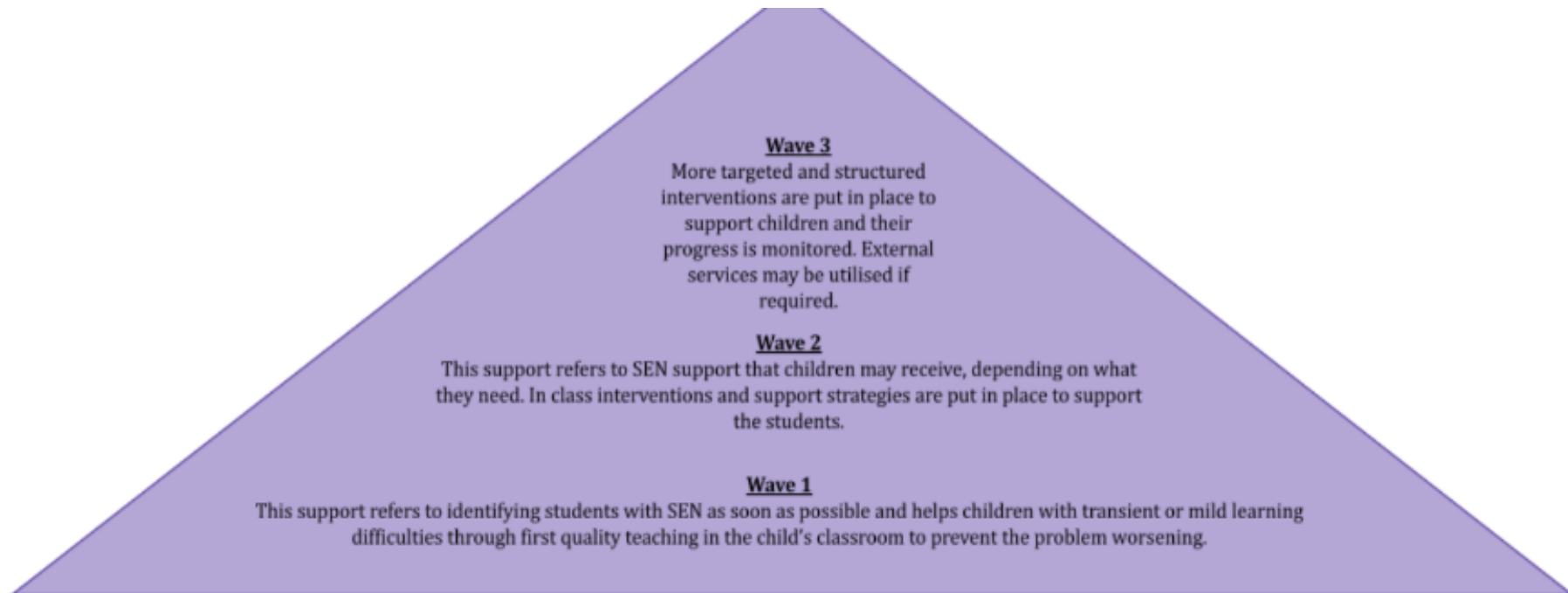
The academy maintains an SEND register to record those pupils with an Education Health and Care Plan and those in the category of SEN Support. The register also includes pupils who are discussed and monitored by staff within Pupil Progress meetings, to ensure that potential or historical additional needs have been addressed and any re-occurrence of these is quickly addressed.

In discussion with the Senior Leadership Team (SLT) and SENDCo, pupils are added and removed from the monitoring list in accordance with their current need. Those pupils whose progress continues to cause concern, despite a range of class and school based interventions (Quality First Teaching), are raised by the SENDCo in the termly support meeting with the School Support Service and additional assessment and advice will be obtained.

## Stalham Infant & Junior School's approach to teaching children with SEN.

Quality First Teaching is the best support any child can receive including those with SEN. The Structured Cooperative Learning approach used at Stalham Infant & Junior Schools allows children to experience a Positive, Independent, Equal and Simultaneous approach to learning. Cooperative Learning is an approach to teaching. Knowledge and skills are modelled by the teacher and then learners are able to practise these skills in a series of structured activities. These structured activities are called CLIPS. CLIPS means Cooperative Learning Interactive Pattern. Each CLIP is designed to encourage certain elements of listening, speaking, questioning and response. The teacher will use the CLIP they feel best supports the learning of the groups of learners in their class. Cooperative learning is very interactive with pupils moving around the class, speaking to each other and answering questions. Those who have underlying issues around social skills and communication have been shown to benefit from this approach.

We are committed to making reasonable adjustments to ensure participation for all children. Therefore, the work within our CLIPs is differentiated and adjusted to suit the needs of all children in the classroom. Where needed additional resources for children are used to support children's learning.



## **How is the curriculum and learning environment adapted to support children with SEN at Stalham Infant & Junior Schools?**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards detail the expectations of all teachers.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using Below are some of the methods that may be implemented by teachers within the classroom to support children accesses to the curriculum

**\*Reward Systems**

**\*Modified arrangements for accessing tests**

**\*Visual timetables**

**\*Differentiated resources**

**\*Use of chrome books, laptops other recording devices**

**\*Equipment, such as pencil grips, writing slopes and fiddle toys**

**\*Groupings - combination of ability and mixed ability working**

**\*Adult support in lessons**

**\*Interventions if appropriate**

**\*Use of coloured overlays/books**

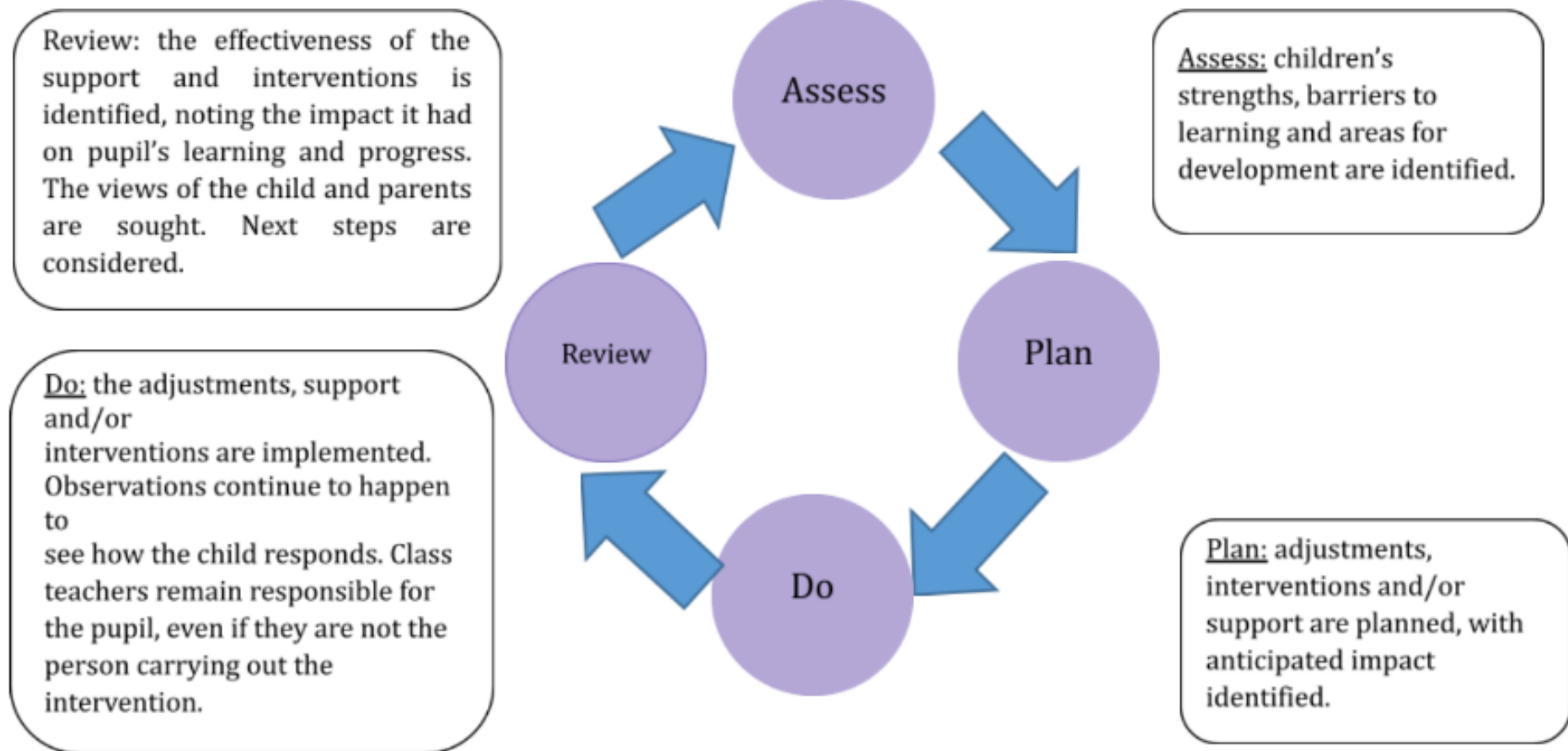
**\*Writing frames/scaffolding**

**\*Sensory support equipment**



## The 'Assess, Plan, Do, Review' process

Once a child has been identified as having a special educational need the class teacher, with support from the SENCO, will adopt the 'assess, plan, do, review' approach to meet their individual needs. A learning plan or learning targets will be developed for children in collaboration with the child and parents, which records the class teacher's response to 'assess, plan, do, review'.



## Assessing and reviewing progress

### How do we assess and review progress for children with SEN in the school?

We ensure that assessment of educational needs, directly involves the learner, their parents/carers/carer and of course their Teacher. The academy maintains an SEND register to record those pupils with an Education Health and Care Plan and those in the category of SEN Support, i.e. those being provided with additional support linked to external advice. The register also includes pupils who are discussed and monitored by staff within Pupil Progress meetings, to ensure that potential or historical additional needs have been addressed and any re-occurrence of these is quickly addressed. In discussion with the SLT and SENDCo, pupils are added and removed from the monitoring list in accordance with current needs.

The 'assess, plan, do, review' cycle is completed three times a year, as a minimum.

The results are analysed by the class teacher, TAs and SENCo and used to inform the 'assess, plan, do review' cycle.

Ongoing, in class teacher assessment provides daily feedback on how children are progressing. Adjustments can be made accordingly.

The headteacher, SENCo and teachers track the attainment and progress of all children with special educational needs. Areas for concern are identified and this is fed back and discussed to inform next steps.

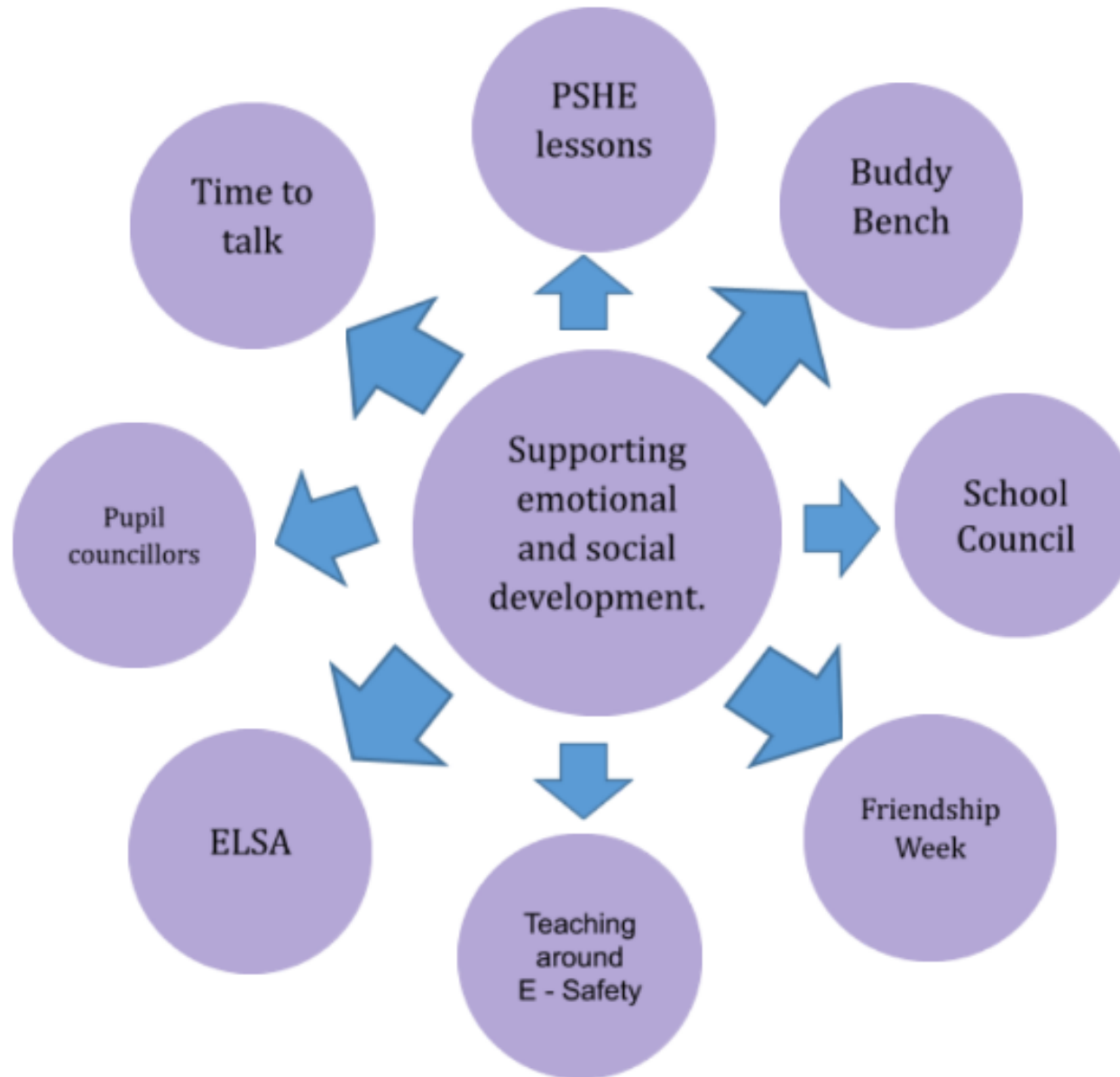
Children complete formal assessments three times a year .

A review will be held annually for children with an Education, Health and Care Plan. The review focuses on the child's progress towards achieving the outcomes specified in the plan with next steps for the forthcoming year identified.

The attainment and progress of pupils with SEN is reported anonymously to governors.

Data from assessments is compared against historic school data, in addition to comparisons with National statistics.

## Supporting emotional and social development at Stalham Infant & Junior Schools



## **How do we know our provision is effective?**

Assessments take place three times a year.

Impact of targets, interventions and support is reviewed as part of the 'assess, plan, do, review' cycle. Teaching and learning walks may focus on the teaching and learning of pupils with SEN. Class teachers discuss attainment and progress of the pupils in their class with the Headteacher, Senior Leadership Team and SENCO.

Listening to the views and feedback of staff, the parents and child.

Provision maps are created, showing the provision on offer each term. These are evaluated to ensure the range of needs are addressed.

Data is collated, analysed and monitored by teachers, senior leaders, governors and the trust.

## **Engaging in Additional Activities at Stalham Infant & Junior Schools**

All pupils have the opportunity to access extra-curricular activities. We offer a range of additional clubs and activities for children over the year. These include:

Cricket Club Cross Country Club

Art Club Multisports Skills (PE) Club

Cookery Club Sign Language

Music tuition School Magazine

Boys Football Pokemon Club

Girls Football Computing Club

Netball

Science

**Supporting Transitions** - How do we support children with key transitions in their lives?



## **How do we work with parents at Stalham Infant & Junior Schools?**

A partnership between parents and the school is regarded as essential to ensure the best outcomes for the child. At Stalham Infant & Junior Schools we pride ourselves with our communication with parents and really value the relationships we build and foster.

Below are the ways we communicate with our parents:

- \*Written report at the end of the academic year.
- \*Informal/formal meetings, whenever necessary with the Headteacher, Deputy Headteacher and SENCo. Class teachers can be invited, as well as other professionals if required.
- \*email access to the child's class teacher as well as the Headteacher, Deputy Headteacher and SENCo.
- \*Weekly newsletter.
- \*Regularly updated website and twitter feed.
- \*Annual review meeting for pupils with an Education, Health and Care Plan.
- \*The School has an active Friends Association (FOSS - Friends of Stalham Schools) to which all parents are welcome.

## How does the school work with other professionals and outside agencies?

Stalham Infant & Junior Schools value the opinion and advice of external agencies. If required, we will make arrangements to accommodate the suggestions made by other professionals.

Some of the specialist teams that we may work alongside include:

\*NHS nurse teams

\*Paediatrician

\*Local GP support

\*EHCP teams

\*Educational Psychologist

\*Early Help Support

\*Occupational Therapist

\*Access Through Technology

\*Physiotherapist

\*Speech and Language Therapist

\*Dyslexia Outreach Service

\*School 2 School Support

\*Trust Inclusion Support



## **Links to further information**

Should you require any further information on SEN the following places can help.

Stalham Infant & Junior Schools SEN Policy –[www.stalhamacademy.co.uk/our-policies](http://www.stalhamacademy.co.uk/our-policies)

Norfolk Local Offer - [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)

## **Contacts for further support and advice**

Any concerns should be initially being raised with your child's class teacher.

Should you wish to make a complaint this should be taken up with the Headteacher or SENCO.

Current Contacts:

Headteacher – Mr Glenn Russell

Special Educational Needs Coordinator (SENCO) – Miss Ella Barnes

Director of Inclusion (Broad Horizons Trust) - Mr Keith Bates

All of the above can be contacted through the school office

[office@stalhamacademy.co.uk](mailto:office@stalhamacademy.co.uk) 01692 580083

This Information Report forms part of the Norfolk Local Offer and has been reviewed alongside parents, staff and governors.

(Reviewed September 2023)