

Introduction

Welcome to the SEND Information Report (also known as the School Local Offer), for the Forncett St Peter and Carleton Rode Federation. This report is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN) and or disabilities (SEND).

All governing boards of maintained schools have a legal duty to publish information on their website about the implementation of the governing board's policy for children with SEN and this information must be updated annually.

Click here for a link to Norfolk's Local SEND offer.

As Church of England Primary Schools, Carleton Rode and Forncett St. Peter, hold the shared vision that we should love our neighbour as we love ourselves, by treating everyone how we would like to be treated. We value each child equally and actively promote an inclusive culture, inspired and underpinned by the Christian values which form the heart of our federation.

We believe in lifelong learning for the whole school community and work to meet the diverse needs of everyone in our schools regardless of their background, experience, knowledge or skills; enabling them to be the best they can be.

We value high quality teaching for all learners in a flexible learning environment and regularly monitor the quality of teaching and learning in our schools.

This information report has been produced with children, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer. The following people are the most appropriate to contact

Sarah Turner – SENDCo (Special Educational Needs and Disability Co-ordinator)

sturner@forncett.norfolk.sch.uk

Callum Richards - Executive Head Teacher: head@carletonrode-primaryschool.com

or head@forncett.norfolk.sch.uk

Dr Lorna Christoforou-Hazelwood – SEND Governor (please contact via the office:

office@carletonrode-primary.sch.uk or office@forncett.norfolk.sch.uk

Identification of SEND

At different times during their school career, a child or young person may have a special educational need

The SEN Code of Practice (2015) defines SEND as:

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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 or mainstream post-16 institutions.”

There are many reasons why children can fall behind with their learning, however if your child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching, then it *may* be that they have an underlying SEND need.

Teachers are quick to notice and raise concerns; if a child's class teacher become concerned that a child has an underlying SEND, the teacher will talk to the parents/carers and the SENDCo. Needs can be identified in a range of ways including screening, whole school tracing of attainment and progress and observation of the child Teachers will also act upon concerns raised by parents/carers.

If you think your child may have a SEND, please speak to your child's class teacher in the first instance.

Our SEND Profile for 2022/23

Forncett St Peter:

Our SEND profile for the start of 2022-23 shows that we have 10.5% of children identified as having SEND (the national average is 16.6%). This is made up of the following groups:

7.3% pupils linked to Cognition and Learning

1.1% pupils linked to Communication and Interaction

2.1% pupils linked to Social, Emotional and Mental Health Needs

0% pupils Linked to Physical and Sensory

Carleton Rode:

Our SEND profile for the start of 2022-23 shows that we have 18.8% of children identified as having SEND (the national average is 16.6%). This is made up of the following groups:

10.3% pupils linked to Cognition and Learning

3.4% pupils linked to Communication and Interaction

5.1% pupils linked to Social, Emotional and Mental Health Needs

0% pupils Linked to Physical and Sensory

Assessment and SEND Provision

Every teacher is required to plan and teach lessons which meet the needs of all the children in their class.

In the first instance, all children access quality first teaching, with teachers holding high expectations for all their children. They ensure that all teaching is based on building on what children already know, can do and can understand. Teachers use a range of learning styles so that every child can fully engage with their learning and may use various strategies to adapt access to the curriculum for example visual timetables, writing frames or positive behaviour rewards systems

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs.

Teachers work closely with Teaching Assistants to provide a combination of whole class, small group and individual support within lessons. All interventions are recorded in our Provision Map which is coordinated by the SENDCo and Executive Head teacher.

At the start of an intervention, a baseline will be established which can be used to compare the impact of the provision. Children, parents/carers, teaching and support staff will be directly involved in the review of progress. The impact of additional intervention and support will be monitored by the class teacher and SENDCo.

Monitoring and Evaluation

Throughout the school year, the progress of all children is monitored and compared to national and age-related expectations. We use the Pupil Asset system to track progress of all children. This information, along with the concerns of the class teacher, helps us to identify children who may need additional support.

If your child is identified as having additional needs, the teacher, in consultation with the individual child and parents/carers, will complete a 'One Page Profile'. This document is designed to capture all the relevant information about a child to support their needs. It provides a holistic view of the child and helps to ensure they are fully involved in their own learning. These profiles will be reviewed every term, although they can be updated more frequently if appropriate. For some learners we may wish to seek advice from specialist agencies. This would always be discussed with parents/carers in the first instance.

Learners with Education, Health and Care Plans (EHCPs) will also have their progress formally reviewed annually.

Extra Curricula activities and school trips

All learners should have the same opportunity to access extra-curricular clubs and activities run by staff or external providers. We are committed to ensuring that reasonable adjustments are made to allow participation by all wherever possible. All staff have training in the requirements of the 2010 Equality Act. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined by the Equality Act and to ensure it makes 'reasonable adjustments'.

The 2010 Equality Act definition of disability 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.”**

Transition

Preparing for the Next Step Transition is a part of life for all learners. This can be transition into a new class, having a new teacher, or moving on to another school. Across the Federation, we recognise that 'moving on' can be especially difficult for a child with SEND and we therefore take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will contact the new school SENDCo and ensure they know about 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 in accordance with GDPR regulations.

If your child has an EHCP and is moving on to High School, the SENDCo from that school will be invited to the annual review that year.

Funding

Our Federation receives funding directly to the school from the Local Authority to support the needs of learners with SEND. We will apply for any additional top up funding directly from Norfolk County Council, following their procedures.

Your Feedback

To be effective, our offer needs to reflect the views of parents/carers, pupils, governors and staff so please do get in touch if you would like to provide any feedback or be involved in the next review.

Date reviewed: September 2022

Date of next review: September 2023