



South Wootton Infant School

Smile, Work, Inspire, Succeed!

Our aim:

In order for our school to be a fun and enjoyable place, with happy and successful life-long learners, we all want to be:

Respectful Resilient Co-operative Independent Reflective Inquisitive

The SEND Information Report for South Wootton Infant School 2023-2024

Part of the Norfolk Local Offer for Learners with SEN

Data:	Our setting Autumn 2023:	Our setting Spring 2024:	Our setting Summer 2024:
The percentage of pupils with an Education, Health and Care (EHC) plan. National data for 2022: 4%	0.6%	Awaiting data	Awaiting data
The percentage of pupils with SEN but no EHC plan (SEN support). National data for 2022: 12.6%	5.7%	Awaiting data	Awaiting data
Total: National data for 2022: 16.6%	6.3%	Awaiting data	Awaiting data

Updated: 22.09.2023

Introduction:

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools have a duty to publish information on their website about the implementation of the governing body's policy for children with SEN; this information must be updated annually. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) Chapter 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Children's and Families Act (2014)
- SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014)

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- Statutory Guidance on Supporting children at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy;
- Teachers Standards (2012)

At South Wootton Infant School, we are committed to working together with all members of our school community and to that end, this report has been produced with the help of children, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please contact us via the school office.

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Telephone: 01553 671552

Head Teacher: Miss J Davenport

SENCO: Mrs E Waterman

SEND Governor: Mrs J Cook

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Our Approach to Teaching Learners with SEN:

All children at South Wootton Infant School are of equal value, regardless of their academic ability, race, sex, creed, background or disability and all should have equal access to the resources, opportunities and experiences available in school. All are entitled to high quality, well-planned and well-organised teaching, enabling full access to a broad and balanced curriculum. All children with special educational needs should have the opportunity to share educational experiences with others who do not have such needs.

Everyone working at South Wootton Infant have been invited to share ideas and procedures that they are developing to help meet those needs. As a school, we welcome approaches of a variety of perspectives and philosophies, for there is no one right answer; this is why we encourage discussion with children, parents/carers, governors, staff and outside agencies where appropriate. We invite parents/carers of children with SEN to attend regular Drop-in sessions with the SENCo, Mrs Waterman. As a group we can share ideas, receive support and make contacts within our school community. Private and confidential conversations can also be arranged, as required. This collaborative approach is based on sharing expertise and knowledge; a mutual exchange between all professionals. The central plank of our policy is therefore a whole-school approach to children with Special Educational Needs, encouraging a specific understanding of how to meet their particular needs, when they arise, ensuring a continuum of provision.

How we identify SEN and Additional needs:

At different times in their school career, a child may have a special educational need. The SEND *Code of Practice* defines SEN as:

- 1. Have a significantly greater difficulty in learning than the majority of others of the same age:
or**
- 2. 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.**

The Special Educational Needs and Disability code of practice states: a child will be assessed as having Special Educational Needs if they are:

- Those with a physical disability
- Those with a mental disability
- Those with a significantly greater difficulty in learning than the majority of children of similar age
- Those with overall learning difficulties
- Those with specific learning difficulties
- The extremely able, gifted children
- Those with significant unauthorised absences from school
- Those who are suffering from temporary medical or short-term emotional difficulties caused by domestic situations
- Those with behavioural difficulties
- Those with long term emotional difficulties
- Those who have a disability/medical problem which precludes their use of educational facilities provided by the Governors for children of similar age
- Those with Child Protection Plans (see Safeguarding Policy)

Children may have needs and requirements that fall into one of the 4 areas defined by the SEND Code of Practice, January 2015:

- **Communication and interaction:** children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may include young people with an Autism Spectrum Disorder. Teachers and support staff are aware of a range of strategies to support young people with these needs in the classroom and will further adapt their teaching to meet individual needs.
- **Cognition and learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and Specific learning difficulties (SpLD), which can affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dyspraxia and working memory problems. These needs are met primarily through differentiation and Quality First teaching and then through targeted support that addresses individual needs.
- **Social, emotional and mental health:** Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. We work towards meeting these needs through our pupil welfare support team.
- **Sensory and/or physical:** Some children require special provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.** This may include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and may require specialist support and/or equipment to access their learning. These students

are supported in school by making the necessary adaptations which are necessary in consultation with specialised agencies.

** Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Children can 'fall behind' in school for many different reasons; they may be absent from school for extenuating reasons, they may have attended a range of different schools and not had a consistent learning environment, they may have English as an additional language, they may be experiencing emotional difficulties, due to family or relationship difficulties, all these examples can bring a distraction where learning is concerned. At South Wootton Infant School, we are committed to ensuring that all children have access to learning opportunities and for those who are at risk of not progressing, we will intervene. This does not mean that all vulnerable children have SEN, only children with a learning difficulty, that require special educational provision will be identified as having Special Educational Needs. However, all our teachers strive to meet the needs of all of their learners across the curriculum and in school.

The concept of **ADDITIONAL NEEDS** is broader in concept and provides a framework for supporting all children who may meet difficulties in their learning.

There are many reasons or circumstances in which additional support may be required. Children and young people may:

- be being bullied
- be particularly able or talented
- have experienced a bereavement
- be looked after
- be living with parents who are abusing substances
- be living with parents who have mental health problems
- not be attending school regularly
- have English as a second language
- have emotional or social difficulties
- be on Child Protection Register
- be young carers
- being in receipt of the Pupil Premium grant

MEDICAL CONDITIONS

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school fully complies with the DfE guidance on Supporting Children with Medical Conditions.

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LOOKED AFTER CHILDREN

Head Teacher: Miss J Davenport is the designated teacher for looked- after and previously looked-after children.

The progress of looked-after and previously looked-after children with SEN is primarily monitored by class teacher and classroom/support staff.

We use whole school assessment practice and teacher-led judgement.

This is overseen by Senior Leadership Team, the SENCO and Subject Leaders.

Class teachers meet with parents/carers, via termly SEN Learning Plan meetings.

We listen to the child's voice.

Assessing SEN at South Wootton Infant School:

The school accepts considerable responsibility in the identification and assessment of the special educational needs of our children and we believe it is crucial to recognise any needs as early as possible and plan to do this through discussions with:

- children
- parents
- class teachers (current & previous)
- classroom/school staff
- outside agencies
- liaison with other settings particularly South Wootton Pre School and other local nursery settings

Once a child is identified as having a SEN or is a vulnerable learner, we will continue to:

- Have on-going discussions with parents from an early stage.
- Observe the learner in school (social and/or learning times)
- Have discussions with other members of staff.
- Try out suggestions made by other members of staff; a sharing of 'good practice'.
- Offer whole school or individual CPD if/when necessary. All staff in Summer 2020 received CPD on attachment difficulties.
- Use ICT learning aids where appropriate.
- Refer, when appropriate, to outside support agencies.
- Have discussion at KES Cluster and Willow Tree Network meetings.

Other discussions can take place, where appropriate, with:

- Other SENCOs at KES and/or Willow Tree Learning Network
- Supporting agencies involved with families.
- Children's Services Safeguarding Team
- Physiotherapist/ Speech Therapists/Communication Therapist/Occupational Therapist/Teacher of the Visually Impaired, etc.

- GPs/School Nurse/Health Visitor
- External services such as S2S, EPSS, ATT, Virtual Schools PEaSS.

We aim to assess potential SEN through -

- Class teachers' observations
- Classroom/school staffs' observations
- Pupil welfare team's observations
- Child's voice
- Parental voice
- Internal assessment by SEN staff
- Liaison with other schools/previous classroom staff/teachers
- Liaison with other agencies e.g. EPSS team/S2S
- National Curriculum level descriptors
- Key Stage 1 SATs results and Phonic Screening scores
- Main school assessment

What we do to support learners with SEN at South Wootton Infant School?

A GRADUATED APPROACH TO SEND

Teachers are responsible and accountable for the development and progress of all children in their class. In the first instance, children who are not making expected progress compared to their peers will be managed in class by the class teacher and support staff. Initial concerns will be shared with parents and the SENDCO, if necessary.

Within the graduated approach we follow a four-part cycle of ASSESS, PLAN, DO and REVIEW on termly (minimum) SEN Learning Plans.

ASSESS

Teacher/TA/Associated staff Observation & Assessment

- Current attainment levels
- Against SEND Checklists
- Learner/Parent Views and voice
- Identify barrier(s) to learning and category of need(s)
- Record baseline

PLAN

- SMART Targets to overcome/remove/improve barriers to learning, informed by SEND Strategy Sheets, external agency recommendations, the SENCO working wall, sharing of good practice/previous experiences.

- Agreeing review date

DO

- All staff to be aware and work towards overcoming/removing/improving the barriers to learning using the specified and agreed strategies.
- Implementation of adjustments
- Provision of support to be monitored ongoing by classroom staff and SENCO and adjusted if necessary.

REVIEW

- Revisit baseline assessment and reassess to measure and capture impact
- Discussion with classroom staff, SENCO, learner and parents
- Share information with learner/parents
- Continue with SEN support plan if required but amended to meet current need

The review involves those with responsibility for the child's education and includes their views. Accurate up to date records of all support and the evaluation of its impact will be kept and this information will be made available to all those involved in the education of the young person. At this point it may be necessary to refer to specialist agencies to supply expert advice and support. Reviews will be held regularly throughout the year and all those involved with the child will be invited to give their views on the child's progress towards meeting the identified outcomes.

At South Wootton Infant School, we give plenty of praise, demonstrate positive attitudes, positive reinforcement at all times, not only thinking of a child's level of intellectual ability, but the way they perceive themselves and their environment. South Wootton Infant School aims to be fun and an enjoyable place, with happy and successful learners, that are: respectful, resilient, co-operative, independent, reflective and inquisitive.

Appropriate peer group support and understanding is encouraged. Our aim is to ensure early support for children before they develop negative attitudes caused by feelings of failure. We use a clear behavioural system in each class to reward good learning behaviour as it is just as important to recognise the achievements of a learner as is to be responsive to their particular special needs. What a child can do, is more important than what they cannot do.

EDUCATION, HEALTH AND CARE PLANS (EHCP)

If the child continues to demonstrate a significant concern, and remains severely below the expected levels for that age group, despite all the extra provision and advice from outside agencies, the school may then request further support from the LA. This may also happen if a child has severe or complex disabilities or medical needs. If this extra support is required an Education, Health and Care Needs Assessment form will be completed. The SENCO will assist in collating of the relevant background information about the

child (from the child, parents, school staff and professionals from outside agencies). The LA will then decide if the child will require special educational provision, health care which is over and above that normally provided by those services, and whether or not to issue an EHCP following the process as set out in the Special Educational Needs and Disability Code of Practice 2014. The final EHCP will outline what support and provision will be needed as agreed by all relevant parties and will outline targets to be worked on. All EHCPs will be reviewed annually with parents, the pupil (whenever possible), the school and other professionals involved to consider whether any amendments need to be made to the description of the child's needs or to the special provision specified.

Preparing for the next step:

Transition is part of life for all children. This can be a transition to a new class, having a new teacher or to a new school especially at the end of Key Stage 2. Liaison between schools is very important as is individual preparation at the point of a significant change; we therefore work in partnership with all concerned especially a pupil with SEN. Transition within South Wootton Junior involves discussion between teachers, and where appropriate parents and children with SEN. SEN information is readily available to members of staff at South Wootton Junior School. If a child needs support when changing class, that is given. Transition to South Wootton Junior School involves a range of visits and activities that are undertaken by Year 2 with additional visits for children with SEN along with their parents.

Concerns and Complaints from parents of children with SEN relating to the provision offered by school.

We encourage open and timely dialogue between parents with class teacher/SENCO, then Head Teacher. If the issue remains unresolved then please refer to the School Complaints Policy, which can also be found on the school website.

External agencies are also available to offer advice and support:

Disagreement Resolution Service, which are statutory services commissioned by the LA, to provide a quick and non-adversarial way of resolving disagreements between parents/carers of the child and those providing their education. Telephone: 03330062835 or email: senmediation@kids.org.uk

SENDIASS Norfolk – The Send Partnership: <https://www.norfolksendpartnershiass.org.uk/>

Have your say:

Feedback from this SEN Information Report and Policy is welcome. This report declares our annual offer to children with SEN but to be effective, it needs the views of parents, children, staff and governors, so please engage with this process by contacting us!

office@southwootton-inf.norfolk.sch.uk

Useful links:

South Wootton Junior School www.southwootton-jun.norfolk.sch.uk

Norfolk Education Authority www.norfolk.gov.uk/SEN

Parent Partnership www.dfe.gov.uk

Short Stay Schools www.theshortstayschoolfornorfolk.co.uk

SEND Partnership www.norfolksendpartnershiassi.org.uk/

Glossary of terms used in this report:

SEN – Special Educational Needs

SEND – Special Educational Needs and Disability

DfE – Department of Education

SENDCO – Special Educational Needs Co-ordinator

KES – King Edward Seventh High School

LA – Local Authority

EHCP – Educational Health Care Plan

CPD – Continued Professional Development

SEND COP – Special Educational Needs and Disability Code of Practice

S2S – School 2 School

EPSS – Educational Psychology and Specialist Support

ATT – Access Through Technology

Virtual Schools PEaSS. – Virtual Schools Provision Expected at SEN Support

