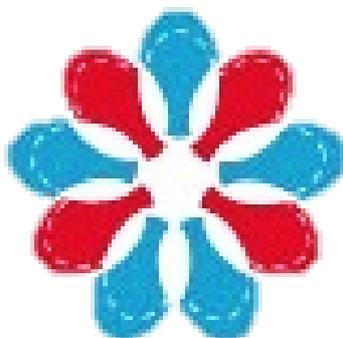


# **Norwich Central Cluster**



**Working together in partnership with pupils, parents,  
schools and communities:  
Supporting children's learning needs in the Norwich  
Central Cluster of schools**

**Norwich Central Cluster  
Special Educational Needs  
and Disabilities  
Handbook**

**November 2016**

## Handbook Index:

- 1 Context
- 2 Policies and operational structures
  - 2.1 Operational objectives
  - 2.2 Operational procedures
  - 2.3 Allocation of funds – objectives
  - 2.4 Accessing support
  - 2.5 Use of funds
  - 2.6 Process for reporting impact
- 3 Identification of SEN
  - 3.2 Requesting an Education, Health and Care needs assessment
  - 3.3 Screening and assessment
- 4 Transition arrangements
  - 4.1 Transition arrangements
  - 4.2 Responsibilities
- 5 Appendices
  - 5.1 Cluster screening and assessment tools
  - 5.2 Contacts
  - 5.3 Cluster SEND Profile and Provision Map
  - 5.4 Acknowledgements

## 1. Context

The Norwich Central Cluster is made up of nine schools, of all age phases, and includes two schools\* that offer specialist provision for pupils with a range of complex educational needs.

Avenue Junior School, CNS, Colman Junior School, Colman Infant School, Eaton Primary School, Recreation Road Infant School, The Clare School and The Parkside School have been successfully working together for some time and continue to look for innovative and effective ways to strengthen our partnership to ensure high quality and equitable educational provision for all our pupils, including those with additional needs and disabilities.

\*The Clare School and The Parkside School are subject to separate funding arrangements.

## 2. Policy

### Purpose

Schools within the Norwich Central Cluster understand that each pupil has individual and unique needs and some pupils require more support than others to achieve their full potential. Our Policy for Special Educational Needs and Disabilities (SEND) reflects a shared ethos of collaboration and describes the framework within which we will work together to ensure all students are appropriately supported to help them overcome barriers to learning and provide equal and fair access to meaningful educational experiences and the National Curriculum. We aspire to

- raise standards for all children
- develop wider entitlement of experience for all pupils
- improve transition as children move on in their education

We view inclusion as increasing participation for all.

### The Definition of Special Educational Needs (SEN)

The Special Educational Needs and Disability Code of Practice: 0 to 25 years states the following as a definition of Special Educational Needs:

‘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 than the majority of others of the same age, or
- 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’

*See Special educational needs and disability code of practice: 0 to 25 years, DfE, DoH, 2014, p.4 for further details.*

### The Definition of Disability

The Equality Act (2010) defines a disabled person as someone who 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’**.

More information about the Equality Act can be found on the Government Equalities Office website:  
<http://homeoffice.gov.uk/equalities/>

## **Aims and Policies**

Provision for the support of pupils with SEND is the responsibility of the Headteacher of each school within the Cluster (SEND policy documents are available on the respective School websites, see Appendix 5.2 Contacts).

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against pupils with disabilities and we will make all reasonable adjustments to provide effective educational provision. Operational details outline how we propose to do this.

## **Implementation**

The policy will be implemented by staff, students and adults throughout the cluster.

Initial support and intervention will come from staff working within the schools. Additional, targeted and time limited support may be provided by teachers, support assistants (under the direction of a qualified teacher) or commissioned outside agencies. When necessary, applications for additional support for learning are made to the Cluster through the agreed referral process.

Provision maps are used to describe the provision schools make for children with additional needs, over and above inclusive class or subject teaching. Some pupils will have individual support plans.

Interventions will be planned, implemented, reviewed and reported by the relevant school SEND team.

Annually a 'provision map' model is used to capture the SEND profile of the Cluster in order to project the level of need, identify any patterns of provision and facilitate a proactive approach to resource implications.

## **Monitoring and evaluation**

Impact of SEND provision will be monitored and evaluated by the SENCOs, Headteachers and Governors through their learning review processes, in line with their school SEND policy. Parents/carers and students should be fully informed throughout the process.

All interventions funded by the cluster will have a requirement for plans and reports of impact to be submitted.

Through a clear and transparent process we ensure funds are deployed effectively and equitably to achieve the maximum impact for learners (see Operational objectives and procedures) Decision making for distribution of Cluster SEND funds is equally shared amongst all the schools.

The Cluster SEND Coordinator provides an account of the Cluster SEND activity to the Cluster Governance group on a termly basis.

**Date agreed by the Cluster Governing Body: 9.12.16**

**Date for review: 1.12.17**

The following was developed using the SEND Cluster Tool Kit Guidance (NCC)

### **2.1 Operational Objectives**

- I. To promote high expectations of what students/pupils can achieve.
- II. All students will receive the necessary support to achieve.
- III. Monies will be distributed fairly and equitably with the agreement of all members of the cluster.
- IV. Impact on the learning and achievement of students with SEND will be regularly reported and reviewed.

### **2.2 Operational procedures**

- I. All operational decisions will be ratified by the relevant cluster body:
  - a. Strategic objectives - Headteacher group. For further information regarding strategic objectives please refer to the Norwich Central Cluster Improvement and Development Plan
  - b. Operational objectives - SENCO group
- II. All schools will report levels and numbers of students in need of support through the use of SEND Profiles and Provision Mapping
- III. If a school can demonstrate that they have been unable to meet the needs of a student through the strategic deployment of the nominal amount available within the school budget, an application for further financial 'Top Up' may be made to the cluster.
- IV. Applications for 'Top Up' will be made through the procedure outlined in 2.5
- V. Outcomes and impact of any intervention delivered with support from the cluster will be reported to the Cluster SEND Coordinator, Headteacher Decision Making Group and SENCO Implementation Group.

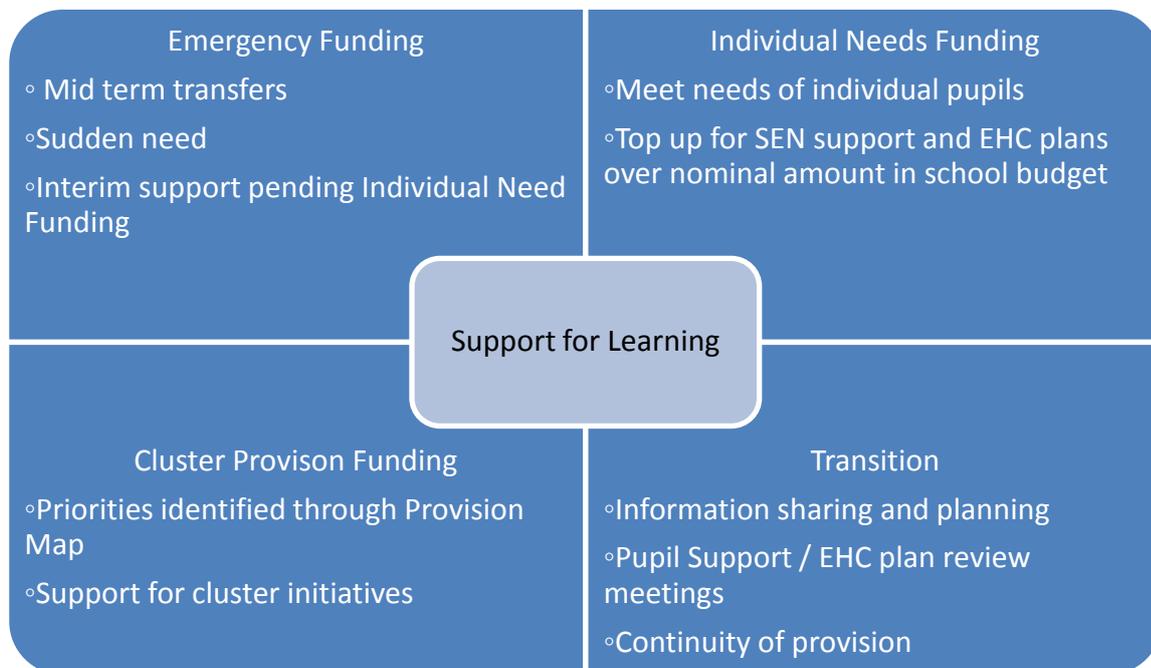
### **2.3 Allocation of support**

All students within the cluster will be eligible for cluster support when it has been shown that their needs cannot be met by drawing on school resources alone.

Support may be financial or through expertise within the cluster. The cluster will also commission services from outside agencies.

### **2.4 Accessing Support**

- I. Support can be requested for consideration at a panel meeting scheduled each term throughout the year (Headteacher Decision Making Group).
- II. Support will be allocated through a system of referral, panel discussion and reporting impact.
- III. The Headteacher Decision Making Group will consist of representatives from all mainstream cluster schools (a quorum of three members)

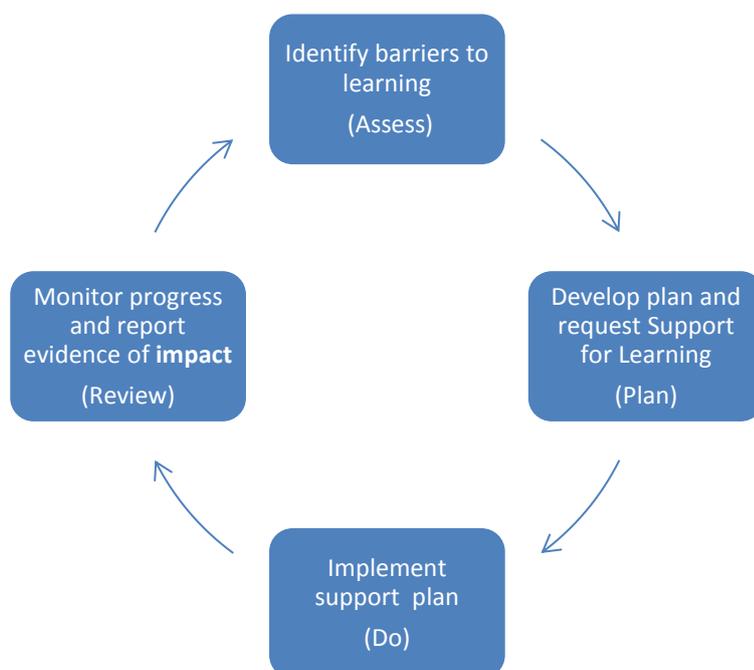


## 2.5 Use of funds

Support, financial and otherwise, will be shown to have had significant and long term impact on the learning outcomes for the students involved. Schools are encouraged to be creative and efficient in the deployment of resources. If significant and long term impact cannot be shown, support will cease.

## 2.6 Process for reporting impact

Initial referral document will contain a detailed plan for implementation, including measures of progress and outcomes to be reported. Shorter, time limited interventions will be measured at the point of closure. For extended and long term interventions, progress reports will be made at regular, termly intervals.



Note: Much of the evidence should be that which the institution would gather and analyse anyway.

### **3.1 Identification of SEN**

All schools within the cluster have a clear approach to identifying and responding to SEN (see SEN Policies and Information Reports on individual school websites).

Schools assess each pupil's skills and levels of attainment on entry and continue to make regular assessments of their progress. Careful tracking seeks to identify pupils making less than expected progress, for example progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected the teacher, working with the SENCO, will assess whether the child has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all the information gathered from within school, the views and experience of parents and pupil alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective resources. For higher levels of need schools have arrangements in place to draw on more specialised advice from external agencies. The Special Educational Needs and Disability code of practice 0 – 25 years identifies four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Where a pupil is identified as having SEN, parents must be formally notified and schools will take action to remove barriers to learning and put effective educational provision in place. This SEN provision takes the form of a four-part cycle – **Assess, Plan, Do, Review** and is known as the graduated response.

### **3.2 Requesting an Education, Health and Care needs assessment**

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If issues persist then the school or parents should consider requesting an Education, Health and Care needs assessment. This may result in the production of an Education, Health and Care plan.

### **3.3 Screening and assessment**

Cluster schools will use the attached set of screening tests (appendix 5.1), along with professional advice, in order to allocate support. Students in receipt of support over and above differentiation in the classroom will be placed on the school SEN register guided by the criteria above (3.1, 3.2).

## **4. Transition arrangements**

Transition plans must allow time for the gathering of information and feedback from stakeholders, including students, parents and school staff, with the aim of making the transfer from one school to another successful and as smooth as possible.

### **4.1 Responsibilities**

Cluster Governance Body: The Governing Body is made up of the Headteacher and nominated Governor from each of the individual schools within the Cluster. The governance determines the policy and approach to provision for pupils with SEND and oversees the management of Cluster finances. Good financial practice dictates that funding decisions are made by a quorate of a minimum of 50% of the Cluster representatives. In situations concerning SEND funding where funds will be distributed only to mainstream

settings the quorum is 50% of the mainstream schools only. Voting members of the quorum should come only from mainstream schools for these decisions. Recommendations shall be made by majority vote.

Headteachers: The mainstream schools' Headteachers in the Cluster form the decision making group. They ratify decisions and maintain strategic overview of the development of SEND across the cluster.

SENCOs: Make operational decisions and contribute to the development of the provision for SEND across the cluster of schools.

Cluster Schools: Plan, implement and report impact of all interventions utilising cluster funds.

Cluster SEND Coordinator: Provide SEND support to pupils, SENCOs and Headteachers across the Norwich Central Cluster. Build capacity within individual schools and across the Cluster. Manage effective systems to ensure transparent and equitable distribution of Cluster SEND resources to provide support when and where it is needed. Responsibilities include coordination of the termly SENCO Implementation Group (SIG) meetings and Headteacher Decision Making Group (HDMG) meetings and reporting regularly to the cluster governance body.

## 5. APPENDICES

### 5.1 Cluster screening and assessment tools

Basic Number Diagnostic Test Pearson Age Range: 7-12
Basic Number Screening Test Pearson Age Range: 7-12
British Picture Vocabulary Scale 3 (BPVS3) GL Assessment Age Range: 3-16
Comprehensive Test of Phonological Processing 2 (CTOPP2) Pearson Age Range: 4-24
Detailed Assessment of Speed of Handwriting (DASH) Pearson Age Range: 9-16
Diagnostic Reading Analysis (DRA) Hodder Tests Age Range: 7-16
Phonological Assessment Battery 2 (PhAB2) GL Assessment Age Range: Primary

Raven's Coloured Progressive Matrices (CPM) Pearson Age Range: 5-11
Revised Salford Sentence Reading Test (SSRT) Hodder Education Age Range: 4.5-13
Sandwell Early Numeracy Test Revised (SENT KS1) GL Assessment Age Range: 4-8
Sandwell Early Numeracy Test (SENT KS2 / 3) GL Assessment Age Range: 8 and above
Single Word Reading Test GL Assessment Age Range: 6-16
Single Word Spelling Test GL Assessment Age Range: 6-14
Strengths and Difficulties Questionnaire Robert Goodman Age Range: 4-16
Teaching Talking GL Assessment Age Range: 1-8
Test of Memory and Learning 2 (TOMAL2) Arbor Age Range: 5-60
Visual Stress Pack Crossbow Age Range: 5 years and above
Wordchains GL Assessment Age Range: All ages

## 5.2 Contacts

### Cluster Schools

School	SENDCO	Phone Number	Email
Avenue Junior School <a href="http://www.avenuejuniorschool.org">www.avenuejuniorschool.org</a>	Dawn Jones	01603 441034	<a href="mailto:senco@avenuejunior.norfolk.sch.uk">senco@avenuejunior.norfolk.sch.uk</a>
CNS <a href="http://www.cns-school.org">www.cns-school.org</a>	Nicola Jervis	01603 274000	<a href="mailto:n.jervis@cns-school.org">n.jervis@cns-school.org</a>
The Clare School <a href="http://www.clare.norfolk.sch.uk">www.clare.norfolk.sch.uk</a>	Sarah Melton, Inclusion & Outreach Early Years Teacher	01603 454199	<a href="mailto:office@clare.norfolk.sch.uk">office@clare.norfolk.sch.uk</a>
Colman Infant School <a href="http://www.colmaninfant.norfolk.sch.uk">www.colmaninfant.norfolk.sch.uk</a>	Katherine Morley	01603 491010	<a href="mailto:sendco@colmaninfant.norfolk.sch.uk">sendco@colmaninfant.norfolk.sch.uk</a>
Colman Junior School <a href="http://www.colmanjunior.norfolk.sch.uk">www.colmanjunior.norfolk.sch.uk</a>	Debbie Davis	01603 508530	<a href="mailto:senco@colmanjunior.norfolk.sch.uk">senco@colmanjunior.norfolk.sch.uk</a>
Eaton Primary School <a href="http://www.eatonprimary.co.uk">www.eatonprimary.co.uk</a>	Lucy Coy Kate Estlea	01603 502454	<a href="mailto:lcoy2nr7@nsix.org.uk">lcoy2nr7@nsix.org.uk</a> <a href="mailto:deputy@eaton.norfolk.sch.uk">deputy@eaton.norfolk.sch.uk</a>
The Parkside School <a href="http://www.parkside.norfolk.sch.uk">www.parkside.norfolk.sch.uk</a>		01603 441126	<a href="mailto:office@parkside.norfolk.sch.uk">office@parkside.norfolk.sch.uk</a>
Recreation Road Infant School <a href="http://www.recreationroad.com">www.recreationroad.com</a>	Naomi Potter	01603 457120	<a href="mailto:sendco@recreationroad.norfolk.sch.uk">sendco@recreationroad.norfolk.sch.uk</a>
Cluster SEND Coordinator	Katherine Morley	01603 473418	<a href="mailto:sendco@colmaninfant.norfolk.sch.uk">sendco@colmaninfant.norfolk.sch.uk</a>

### Norfolk County Council and External Agencies

Team	What they Offer	Contact Number
Norfolk County Council	Special educational needs and disabilities (SEND) Local Offer	<a href="http://www.norfolk.gov.uk/SEN">www.norfolk.gov.uk/SEN</a>
NCC Education and Partnership	Senior SEN-D Adviser	<a href="mailto:jenny.mitchell@norfolk.gov.uk">jenny.mitchell@norfolk.gov.uk</a>

Team Jenny Mitchell SEN-D Cluster Adviser		
EPSS	Educational Psychology and Specialist Support	Business Support Team 01603 307 550
Disability Co-ordinator Rachel Gates	For any enquiries about reasonable adjustments, including disabled pupils or support with Equality Act duties	<a href="mailto:rachel.gates@norfolk.gov.uk">rachel.gates@norfolk.gov.uk</a>
S2S	School 2 School support offered by the network of Norfolk Complex Needs Schools	<a href="http://www.s2ssupport.norfolk.gov.uk">www.s2ssupport.norfolk.gov.uk</a>
ATT  Helen Hards ATT Lead Specialist Teacher	Access Through Technology	01603 505324  <a href="mailto:helen.hards@norfolk.gov.uk">helen.hards@norfolk.gov.uk</a>
VSSS	Virtual School Sensory Support	<a href="http://vsss.virtual-school.org.uk/">http://vsss.virtual-school.org.uk/</a>
CAMHS	Child and Adolescent Mental Health Services	<a href="http://www.norfolk.gov.uk/Childrens_services/Practitioners/Child_and_adolescent_mental_health_services/index">www.norfolk.gov.uk/Childrens_services/Practitioners/Child_and_adolescent_mental_health_services/index</a>
School Nursing Service		<a href="http://www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Service-search/school-nursing-service">www.norfolkcommunityhealthandcare.nhs.uk/The-care-we-offer/Service-search/school-nursing-service</a>

### Other useful contacts / links

**SEND Local Offer Norfolk County Council** <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Asperger East Anglia, Charing Cross Centre 17-19 St John Maddermarket, Norwich, NR2 1DN, 01603 598940 or 01603 620500

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

British Dyslexia Association [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Down's Syndrome Association [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)

Dyslexia-SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

Dyspraxia Foundation [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

**I CAN** The children's communication charity

<http://www.ican.org.uk/>

NASEN National Association for SEN [www.nasen.org.uk](http://www.nasen.org.uk) <http://www.sendgateway.org.uk/>

Norfolk Parent Partnership [www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk) Information leaflet: [Funding for children with special educational needs in mainstream school](#)

#### 5.4 Cluster SEND Profile and Provision Map

Norwich Central Cluster SEND Profile Autumn Term 2016

Calculated on total pupil number of 3180

Barrier to learning	Number of learners at SEN Support	Percentage of school population at SEN Support	Number of learners with a Statement / EHCP	Percentage of school population with a Statement /EHCP	Total Number
Cognition and Learning	164	5.2%	12	0.4%	176 (5.6%)
Communication & Interaction	47	1.5%	10	0.3%	57 (1.8%)
Social, Emotional & Mental Health	68	2.1%	9	0.3%	77 (2.4%)
Sensory and/ or Physical	44	1.4%	17	0.5%	61(1.9%)
Total	323	10.2%	48	1.5%	371 (11.7%)

#### National Statistics

2.8% of the total pupil population have a statement of special educational needs or EHC plan.

11.6% of the total pupil population are on SEN support.

The most common primary types of needs have stayed the same as in 2015:

26.8% of pupils on SEN support have Moderate Learning Difficulty as a primary type of need (Cognition and Learning).

25.9% of pupils with a statement or EHC plan have Autistic Spectrum Disorder as a primary type of need (Communication and Interaction).

DfE Special educational needs in England: January 2016 (Published 21.7.16)

## Norwich Central Cluster SEND Provision Map 2016 - 2017

What the Cluster offers that is 'additional to or different from' to overcome barriers to learning	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Cognition and Learning</b>	RWInc. Numicon Targeted intervention – basic number skills Signalong Specialist ASD Support	Magic Memory RWInc. Additional supported reading / paired reading Phonics Intervention Precision Teaching Sound Discovery Numicon Targeted intervention – basic number skills	Magic Memory RWInc. Sound Discovery Phonics s Intervention Additional supported reading / paired reading 1-1 Precision Teaching Reading comprehension Numicon Targeted intervention– basic number skills	RWInc. Reading 1:1 HF/ MF spelling intervention Sound Discovery Catch-up Literacy Precision teaching Reading Buddy Talking Tins Specialist Computer Software: Lexia; Nessy Targeted intervention–	Access to 1:1 tuition Sound Discovery Reading 1:1 HF/ MF spelling intervention RWInc. Sound Discovery Catch-up Literacy Precision teaching Catch-up Literacy Reading Buddy Precision teaching Reading Buddy The Comprehension Box Talking Tins The Comprehension Box	Access to 1:1 tuition Reading 1:1 HF/ MF spelling intervention Sound Discovery Catch-up Literacy Precision teaching Reading Buddy The Comprehension Box Talking Tins Targeted intervention –	Access to 1:1 tuition Memory Skills Sound Discovery Reading 1:1 Spelling RWInc. Precision teaching Reading Buddy Spelling group: rules and patterns The Comprehension Box

			Digital Leaders  Specialist computer software e.g. Lexia, Nessy	basic number skills  Catch Up Numeracy  Numicon  Talk 4 Number  1st Class @ Number	Talking Tins  Targeted intervention – basic number skills  Catch Up Numeracy  Talk 4 Number	basic number skills, Maths Confidence group  Mental maths 6  Catch Up Numeracy	Catch Up Numeracy  Maths Booster group  Access arrangements
<b>Communication and Interaction</b>	Language Groups & 1:1 intervention led by Specialist Support Assistant / ELKlan trained TA  Targeted speech and language activities (directed by SaLTs)  Signalong  Talk Boost  Time to Talk  EAL support  Visual timetables	Language Groups & 1:1 led by Specialist Support Assistant / ELKlan trained TA  Targeted speech and language activities (directed by SaLTs)  Early Interaction Group  Picture Exchange Communication System (PECS)  EAL support  Visual timetables	Language Groups & 1:1 led by Specialist Support Assistant / ELKlan trained TA  Targeted speech and language activities (directed by SaLTs)  Talking Partners  Early Interaction Group  EAL support  Visual timetables  Digital Leaders	Targeted speech and language activities (directed by SaLTs)  Elkklan trained TAs  Speaking and listening group  Talking Tins  Visual timetables	Targeted speech and language activities (directed by SaLTs)  Elkklan trained TAs  Visual timetables	Targeted speech and language activities (directed by SaLTs)  Elkklan trained TAs  Makaton  Signalong  Speaking and listening /comprehension group  Visual timetables	Visual timetables  Elkklan trained TAs
<b>Social, Emotional and Mental Health</b>	Positive Play  Social skills group  Nurture provision e.g. Nest  Lunchtime Nurture Club e.g. Happy Lunchtime Club  PSA Parent support groups	Positive Play  Nurture intervention  Lunchtime Nurture Club e.g. Happy Lunchtime Club  Time for You – Benjamin Foundation	Positive Play  Nurture intervention  Lunchtime Nurture Club e.g. Happy Lunchtime Club  Time for You – Benjamin Foundation  Friendship Squad / Play Leaders	Pastoral support / Anger management  Access to lunchtime pastoral support  Nurture interventions e.g. Nurture group (Connections), Lunchtime Nurture Club  Anger management intervention  Confidence through Craft  Time for You – Benjamin Foundation	Pastoral support - 1:1 when necessary  Access to lunchtime pastoral support  Behaviour management plans  Nurture interventions e.g. Nurture group (Connections), Lunchtime Nurture Club  Confidence through Craft  Time for You – Benjamin Foundation	Pastoral support - 1:1 when necessary  Access to lunchtime pastoral support  Behaviour management plans  Nurture interventions e.g. Nurture group (Connections), Lunchtime Nurture Club  Confidence through Craft Time for You – Benjamin Foundation  Friendship Squad / Play	Pastoral support - 1:1 when necessary + transition plans  Access to lunchtime pastoral support  Behaviour management plans  Nurture interventions e.g. Nurture group (Connections), Lunchtime Nurture Club  Confidence through Craft Time for You – Benjamin Foundation

				Friendship Squad / Play Leaders Social Stories	Friendship Squad / Play Leaders Social Stories	Leaders Social Stories	Friendship Squad / Play Leaders Social Stories
<b>Sensory and/or Physical</b>	Virtual School Sensory Support Deaf Unit (Teacher of the Deaf and SSA) BSL Signalong Handwriting (Fine motor control/pencil control/scissor skills) Hand Gym / Finger Olympics Sensory Circuits Sound Field System Specialist equipment e.g. writing slope, scissors, cutlery, pencils, overlays Support for Medical Conditions e.g. Health Care Plans	Virtual School Sensory Support Deaf Unit (Teacher of the Deaf and SSA) BSL Signalong Write from the Start Handwriting (Fine motor skills) Sensory Circuits Zones of Regulation Sound Field System Specialist equipment e.g. writing slope, scissors, cutlery, pencils, overlays Support for Medical Conditions e.g. Health Care Plans	Virtual School Sensory Support Deaf Unit (Teacher of the Deaf and SSA) BSL Signalong Write from the Start Handwriting (Fine motor control) Sensory Circuits Zones of Regulation Sound Field System Specialist equipment e.g. writing slope, scissors, cutlery, pencils, overlays Support for Medical Conditions e.g. Health Care Plans	Virtual School Sensory Support HI SRB (signing support assistants as 'additional to' support when in mainstream classes) BSL Visual stress support – overlays & coloured board background ICT aids Fine motor skills + additional targeted handwriting practice Write from the Start Speed-up Handwriting Touch-typing Physical aids Specialist equipment e.g. writing slope, scissors, cutlery, weighted blankets Small group swimming Access arrangements Support for Medical Conditions e.g. Health Care Plans	Virtual School Sensory Support HI SRB (signing support assistants as 'additional to' support when in mainstream classes) BSL Visual stress support – overlays & coloured board background ICT aids Radio Aid and mic. system Fine motor skills + additional targeted handwriting practice Write from the Start Speed-up Handwriting Touch-typing Physical aids Specialist equipment e.g. writing slope, scissors, cutlery, overlays, weighted blankets Small group swimming Access arrangements Support for Medical Conditions e.g. Health Care Plans	Virtual School Sensory Support HI SRB (signing support assistants as 'additional to' support when in mainstream classes) BSL Visual stress support – overlays & coloured board background ICT aids Radio Aid and mic. system Fine motor skills + additional targeted handwriting practice Write from the Start Speed-up Handwriting Touch-typing Physical aids Specialist equipment e.g. writing slope, scissors, cutlery, overlays, weighted blankets, sensory tent Small group swimming Access arrangements Support for Medical Conditions e.g. Health Care Plans	Virtual School Sensory Support HI SRB (signing support assistants as 'additional to' support when in mainstream classes) BSL Visual stress support – overlays & coloured board background ICT aids Radio Aid and mic. System Sensory Circuits Fine motor skills + additional targeted handwriting practice Speed-up Handwriting Touch-typing Physical aids Specialist equipment e.g. writing slope, scissors, cutlery, overlays, weighted blankets, sensory tent Small group swimming Access arrangements Support for Medical Conditions e.g. Health Care Plans

What the Cluster offers that is additional to or different from to overcome barriers to learning	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Cognition and Learning</b>	Year 6 into 7 transition support ICT Provision SEND Passports SEN Homework support sessions EAL support sessions LSA in class support  Word Wasp Toe by Toe Hornet Fresh Start Apples and Pears Catch Up Literacy Nessy  Catch Up Numeracy Springboard	ICT Provision SEND Passports SEN Homework support sessions EAL support sessions LSA in class support  Word Wasp Toe by Toe Hornet Fresh Start Apples and Pears Catch Up Literacy Nessy  Catch Up Numeracy Springboard	ICT Provision SEND Passports SEN Homework support sessions EAL support sessions LSA in class support  Word Wasp Toe by Toe Hornet Fresh Start Apples and Pears Catch Up Literacy Nessy  Catch Up Numeracy Springboard	Exam Access Arrangements ICT Provision SEND Passport Homework support sessions EAL support sessions LSA in class support  English Intervention  Maths Intervention	Exam Access Arrangements ICT Provision Mentoring Homework support sessions EAL support sessions LSA in class support  English Intervention  Maths Intervention	Exam Access Arrangements ICT Provision EAL support sessions LSA in class support	Exam Access Arrangements ICT Provision EAL support sessions LSA in class support
<b>Communication and Interaction</b>	Year 6 into 7 transition support <b>TITAN</b> Lunchtime group Social Stories Visual Timetables	<b>TITAN</b> Lunchtime group Social Stories Visual Timetables	<b>TITAN</b> Lunchtime group Social Stories Visual Timetables	<b>TITAN</b> Lunchtime group Social Stories Visual Timetables	Lunchtime group Social Stories Visual Timetables		
<b>Social, Emotional and Mental Health</b>	<b>TITAN</b> Behaviour support / intervention sessions Lunchtime social group CBT BIT Training Social Stories Visual Timetables	<b>TITAN</b> Behaviour support / intervention sessions Lunchtime social group CBT BIT Training Circle of Friends Social Stories Visual Timetables	<b>TITAN</b> Behaviour support / intervention sessions Lunchtime social group CBT BIT Training Social Stories Visual Timetables	<b>TITAN</b> Behaviour support / intervention sessions Lunchtime Social Group CBT BIT Training Social Stories Visual Timetables Outreach days at partner institutions	<b>TITAN</b> Behaviour support / intervention sessions Lunchtime Social Group CBT BIT Training Life skills sessions – personal hygiene, shopping, cooking. Social Stories Visual Timetables Outreach days at partner institutions		

<p style="text-align: center;"><b>Sensory and Physical</b></p>	<p>Year 6 into 7 transition support Laptop provision Personal care – feeding and toileting Physiotherapy Occupational health aids Medical support – student specific Sensory support – student specific</p>	<p>Laptop provision Personal care – feeding and toileting Physiotherapy Occupational health aids Medical support – student specific Sensory support – student specific</p>	<p>Laptop provision Personal care – feeding and toileting Physiotherapy Occupational health aids Medical support – student specific Sensory support – student specific</p>	<p>Laptop provision Personal care – feeding and toileting Physiotherapy Occupational health aids Medical support – student specific Sensory support – student specific</p>	<p>Laptop provision Personal care – feeding and toileting Physiotherapy Occupational health aids Medical support – student specific Sensory support – student specific</p>	<p>Personal care – feeding and toileting Physiotherapy Occupational health aids Medical support – student specific Sensory support – student specific</p>	<p>Personal care – feeding and toileting Physiotherapy Occupational health aids Medical support – student specific Sensory support – student specific</p>
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## **5.4 Acknowledgements**

Special educational needs and disability code of practice: 0 – 25 years, DfE, 2014

Norfolk schools website – pupil needs, Norfolk SENCo [www.schools.norfolk.gov.uk](http://www.schools.norfolk.gov.uk)

Norwich Community West Cluster

