

Information Report and Policy on Special Educational Needs & Disability (SEND) for Recreation Road Infant School 2022-2023



Introduction

From September 2022, Recreation Road Infant School is federated with Avenue Junior School in the Heigham Community Federation and share a governing body and Executive Headteacher.

Welcome to our SEND information report and SEND policy, which is part of the Norfolk Local Offer for learners with Special Educational Needs & Disability (SEND). This is updated annually and is in line with the SEND Code of Practice 2014, see useful links.

The Norfolk Local Offer brings **together information that will be helpful to children and young people with special educational needs and/or disabilities** (SEND) and their families. It is intended to make it easier to find information about the support and services available in Norfolk. For the Norfolk Local Offer please go to this link www.norfolk.gov.uk/SEND

At Recreation Road we are committed to working together with all members of our school community. This information report has been produced with parents/ carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Heigham Community Federation Executive Headteacher – Michael Bunting
- Head of School – Denise Mattock
- Assistant Headteachers – Sheree Brock (learning), Susanna Manrique (pastoral)
- Pastoral Lead – Susanna Manrique
- Special Educational Needs & Disability Coordinators (SENDCOs) – Sheree Brock and Naomi Comer
- Co-Chairs of Governors for the Heigham Community Federation – Nania Poulson, Mike Grimble
- Vice Chair of Governors for the Heigham Community Federation – Rachel Paley
- SEN Governor – Victoria Younespour
- Family Nurture Practitioner – Sharon Winterbone

What is SEND?

At different times in their school career, a child or young person may have a special educational need or a disability (SEND). The Code of Practice defines Special Educational Need (SEN) 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 if they:

- a) Have 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.”***

Our SENDCOs

We have two SEND Coordinators (SENDCOs), Miss Brock and Mrs Comer. They are both qualified teachers. They either have the National Award for Special Educational Needs Co-ordination or many years' experience as a SENDCO. They form part of the senior leadership team and work closely with the headteacher, governing body, as well as all teachers. If you are worried about your child's progress, it is best to speak to their class teacher first. You can request a meeting with one of the [SENDCOs by email](#) or phone 01603 457120.

Our Approach to Teaching Learners with SEND

At Recreation Road Infant School, Inclusion is at the heart of our aims and values. Inclusion is how we ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

Our admission arrangements in respect of pupils with SEND aim to make 'reasonable adjustment' to meet the needs of all children. We meet the admissions guidance from Norfolk County Council, which can be found at <https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

We aim to create a learning environment which is flexible enough to meet the needs of all children. We monitor progress of all learners; our whole school system for monitoring includes the regular monitoring pupil progress by the school leadership team. **We value: Learning for all.**

How we identify Special Educational Needs & Disability

We identify needs through conversations with families, previous information from other settings and professionals, observations, assessments and progress meetings. Ongoing assessment is part of our teaching cycle of **assess, plan do, review**. This forms part of the 'graduated response'.

At different times in their school career, a child or young person may have a special educational need or a disability (SEND). Learners can fall behind in school for lots of reasons that make them vulnerable. In these cases we will intervene. This does not mean that all vulnerable learners have SEND. The class teachers will create a class provision map for those children who need additional support but do not necessarily have SEND.

If a learner is identified as having SEND and receiving SEN Support, we will provide provision that is '**different from**' or '**additional to**' that normally available to pupils of the same age. The child may have an Individual Education Plan (IEP). These are adapted to meet the needs and developmental stages of individual children.

What we do to Support Learners with SEND at Recreation Road Infant School

All of our teachers teach children with SEND. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. This is called the differentiated curriculum and also Quality First Teaching. Children with SEND may also have their needs met through adopting different approaches, personalised learning arrangements, specific interventions to support their learning.

Our teachers will use various strategies to adapt access to the curriculum; this might include using:

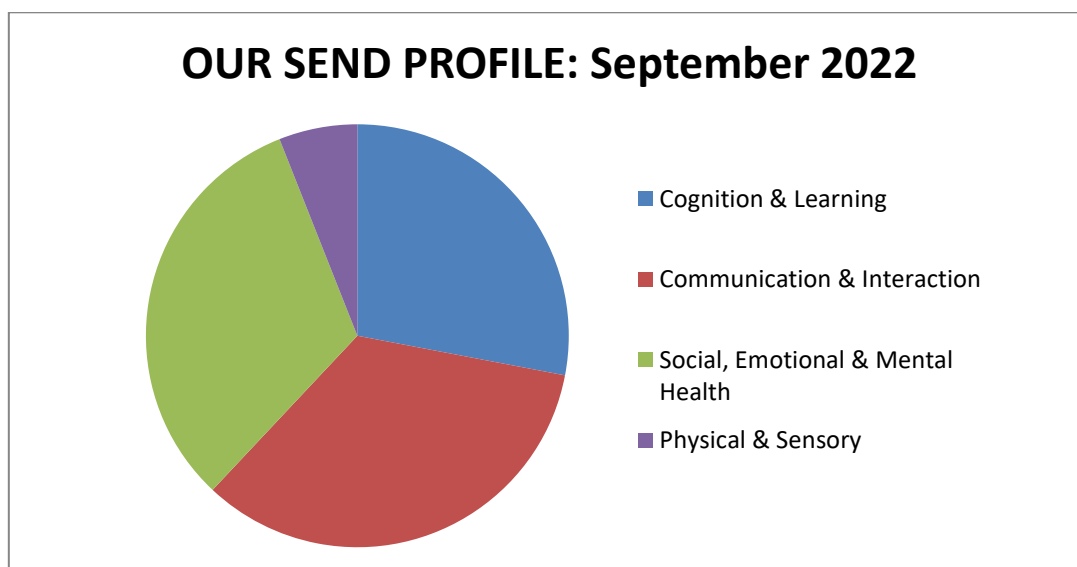
- Visual timetables and other visual prompts
- I-Pads, computers or alternative recording devices
- Peer support systems
- Social Stories
- Signing- Signalong
- Multi-sensory approaches
- Adapting the physical environment
- Quiet areas
- Coloured paper or overlays
- Nurture provision

What is an Education Health and Care Plan (EHCP)?

Most children with SEND have their needs met through SEN Support and Quality First Teaching. If a child's needs are very complex, an EHCP may be required. Most children with SEND will not need an EHC Plan. This is a legal document issued by the Local Authority and sets out the needs of the child, the provision and how these needs can be supported and the desired outcomes. It does not always guarantee additional funding or resources will be allocated. The process for requesting an EHCP is detailed on [Norfolk County Council's website](#).

Our SEND Profile

We cater for the following areas of SEND: Cognition and Learning need; Communication and Interaction need; Social, Emotional and Mental Health need, Physical and/or Sensory need and medical needs. Based on our SEND profile for September 2022, we anticipate that 14% of children in the school will be identified as having SEND and will need some SEN support and of those with SEND, 4% will have an Education Health and Care Plan. The SEND profile chart shows how our children's needs may be categorised, as a percentage of all SEND. The information is based on children's primary need, but they may also have secondary needs. In addition, Children's needs do not always fit neatly into one category. Sometimes children with Autism Spectrum Conditions are categorised as having a Social, Emotional or Mental Health Need and this is reflected in the chart.



Assessing SEND at Recreation Road Infant School

Assessment is a continuous process and forms part of the child's learning. Class teachers, support staff, parents/ carers and the learner themselves will be the first to notice a difficulty with learning. We ensure that assessment of educational needs directly involves the whole class team, the child and their parents/ carers. The SENDCOs will also support with the identification of barriers to learning, this may involve targeted standardised assessments.

In addition, for 2022-2023, we have commissioned support from:

- Educational Psychology and Specialist Support Services, including specialist teachers and ASD teams
- The complex Needs Schools, through School2School support
- Speech and Language Therapists
- For some learners we may want to seek advice from specialist teams. We have access to some services universally provided by Norfolk County Council, JustOneNorfolk NHS and The Neurodevelopmental Service
- Virtual School Sensory Support
- Access Through Technology

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum which may require an individual plan. It is at this point that the child will be added to our SEND register. This may be known as SEN Support and may involve specific interventions. Appendix 1 shows a school provision map which shows interventions that may be appropriate. SEN Support is not a single process but 'graduated approach' known as **assess, plan, do, review**.

Our provision map is shared with governors who can ensure that we monitor the impact of these interventions on learning across the school.

We also currently employ teaching assistants who may deliver the interventions in the provision map as coordinated by our SENDCOs and class teachers.

How we consult parents and carers

Parents and carers can speak to the class teacher on a daily basis, though you may find it useful to make an appointment if you need longer to chat. We hold regular parent evenings and teachers. Where a child has SEND we hold additional review meetings. The SENDCOs can be contacted directly on the school number 01603 457120, or by [email](#). If your child has an EHCP, you will be consulted about your hopes and wishes for your child at the review meetings.

How we consult children

Children receive on-going and timely feedback on their learning from the class teachers. They participate in how to improve their learning. Due to the age and stage of development, it may not be possible for all children to participate fully in their EHCP review meetings, but where possible they are consulted on their wishes and feelings.

Other opportunities for learning and accessibility

We are committed to making reasonable adjustments to ensure participation for all and have provided additional opportunities for children to develop a leadership role throughout the whole school. Pupils with barriers to their learning have been actively encouraged to become involved in these projects. An important part of our ethos at Recreation Road Infant School, is listening to the views of children with SEND with a view to support their social and emotional development. We may ask children their wishes and feelings. We also look for ways to focus on their capabilities and skills. We have our Equalities Policy, including objectives and Accessibility Plan; www.recreationroad.com/wp-content/uploads/2020/02/Equalities-Policy-including-objectives-and-accessibility-plan-2020-2023.pdf

Funding for SEND

We receive funding directly from the Local Authority to support the needs of learners with SEND. This is described in the [SEND Memorandum](#). The amount of funding we received for 2022-2023 is £110,381. In exceptional circumstances, we can apply for top-up funding from the local authority, on a case by case basis, though it is unlikely to match what the school already spends on SEND support. In 2022-2023 this top-up is currently £7,303 in total.

How do we find out if this support is effective?

We follow the '**Assess, Plan, Do, Review**' model. Monitoring progress is an integral part of teaching and leadership. Parents/ carers and staff are involved in reviewing the impact of interventions. We hold pupil progress meetings, between the school leadership and the class team, to monitor individual progress.

For learners with an Education Health and Care Plan (EHC plan), the same half-termly review conversations take place but in addition, the EHC plan will also be formally reviewed at least annually.

The SENDCOs collate the impact of interventions to ensure that our interventions are of benefit to the learners. Progress data of all learners is collated across the school and monitored by teachers, senior leaders and governors. The SENDCOs meet regularly with the SEND designated governor to monitor SEND provision in our school. Our school data is also monitored by the Local Authority and Ofsted.

Preparing for the next step

Transition is part of life for all learners. This can be transition from pre-school to a new class in school, having a new teacher, moving on to a new school or mid-year entry from another school. Recreation Road Infant School is committed to working in partnership with children, families and other provides to ensure positive transitions occur.

Planning for transition is part of our provision for all children and especially for those learners with SEND. We use Transition Forms for children alongside discussions with additional needs to ensure that important information is passed on. Moving classes will be planned to take account of all children's needs.

When children join our school, we meet or contact representatives from the previous settings. If you are hoping that your child will come to our school, and you know or suspect your child has SEND, it is important to let us know about their needs as early as possible, so that we can plan for them. Transition to junior schools will be discussed in the summer term or earlier with the relevant SENDCOs and teachers from junior school.

Have your say

We are keen to develop provision for all 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 parents/ carers, learners, governors and staff. So please engage with our annual process to **'assess, plan, do and review'** for SEND.

In the event of a complaint, an open dialogue between parents and staff is encouraged, with the aim that any issues can be resolved. Ultimately, if necessary, parents can follow the formal complaints procedure set out on our website.

Useful links

Useful information for parents regarding SEND www.recreationroad.com/our-school/send/

Useful information on SEND in Norfolk - Norfolk SEND local Offer www.norfolk.gov.uk/children-and-families/send-local-offer

Norfolk SENDIASS - SEND Information, Advice and Support Service www.norfolksendiass.org.uk

Kids Mediation and Disagreement Resolution www.kids.org.uk/send-mediation

Our Equalities Policy, including objectives and Accessibility Plan www.recreationroad.com/wp-content/uploads/2020/02/Equalities-Policy-including-objectives-and-accessibility-plan-2020-2023.pdf

Our Behaviour Policy www.recreationroad.com/wp-content/uploads/2020/10/Behaviour-Policy-2020-21.pdf

Our Safeguarding Policy www.recreationroad.com/wp-content/uploads/2020/10/Safeguarding-Policy-2020-21.pdf

SEND Code of Practice www.gov.uk/government/publications/send-code-of-practice-0-to-25

Norfolk School Admissions www.norfolk.gov.uk/education-and-learning/schools/school-admissions

Department for Education www.gov.uk/dfes

The Teachers standards www.education.gov.uk.

Virtual School Sensory Support Vsss.virtual-school.org.uk

Kids - Charity for Disabled children www.kids.org.uk

The Dyslexia-SpLD Trust www.thedyslexia-spldtrust.org.uk

Autism Education Trust www.autismeducationtrust.org.uk

Autism Anglia www.autism-anglia.org.uk

Community health services www.norfolkcommunityhealthandcare.nhs.uk

Child and Adolescent Mental Health Services www.camh.org.uk/

Young Minds www.youngminds.org.uk/for_parents/services_children_young_people/camhs

SENSational Families www.sensationalfamilies.org.uk

Child Brain Injury Trust www.childbraininjurytrust.org.uk

Appendix 1

Intervention Provision Map for Recreation Road Infant School 2021-2022.

Where possible, children's needs are met within the classroom within a good differentiated curriculum. Our emphasis is on 'Quality First Teaching'. Each class produces a class provision map, which address the needs of specific pupils who may not necessarily have a Special Educational Need.

	Reception	Year 1	Year 2
Communication & Interaction needs	Wellcomm speech and language WordAware Targeted activities as directed by a Speech & Language Therapist	Wellcomm speech and language WordAware Targeted activities as directed by a Speech & Language Therapist	Wellcomm speech and language Digital leaders Targeted activities as directed by a Speech & Language Therapist
Cognition & Learning needs	Individual support for complex needs	Sound Discovery Precision teaching of high frequency sight vocabulary Targeted additional phonics Individual support for complex needs	Sound Discovery Precision teaching of high frequency sight vocabulary Individual support for complex needs
Physical & Sensory needs	Hand gym Individual support for complex needs Individual plans for health needs Targeted therapies as directed by Occupational Therapist	Individual support for complex needs Individual plans for health needs Targeted therapies as directed by Occupational Therapist	Sound Field system in 1 classroom Individual support for complex needs Targeted therapies as directed by Occupational Therapist Individual plans for health needs
Social, Emotional & Mental needs	Individual classroom support Targeted therapies Class based Nurture provision Family Nurture Practitioner Just One Norfolk - Emotional resilience		