



Cringleford Church of England VA Primary School

Special Educational Needs and Disability Information Report and Policy

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| Policy Type: | Statutory |
| Approved by: | Full LGB |
| Date Adopted by LGB: | 17/11/2022 |
| Review Date: | September 2023 |
| Person Responsible: | The Headteacher and Inclusion Lead |

Part of the Norfolk Local Offer for SEND

[Norfolk Local Offer](#)

Introduction

Aims

Cringleford CE VA Primary School aims to celebrate its diverse community by providing an inclusive education of the highest quality through the Christian beliefs of compassion and courage.

John 10.10 That you will have life in all its fullness

We promote a culture of 'Access For All' throughout our entire Curriculum and school life. We are committed to working together with all members of our school to ensure that all children's backgrounds and needs are acknowledged and addressed; we will do our utmost to create a positive and inclusive culture.

Connected Policies

This policy is linked to our Safeguarding, Equality and Accessibility policies that can be found in the policies section of the school website.

Legislation

This SEND Information report was written in line with:

The SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Part 3 of The Children's and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEND) if:

- They have a learning difficulty or disability, which makes it much harder for them to learn than other pupils of the same age
- They require special educational provision to be made for them.

There are four main areas of SEND:

- communication and interaction needs
- cognition and learning difficulties

- social, emotional and mental health difficulties
- sensory and/or physical needs. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

Responsibilities

The governing body ensures that the School meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of their policy for pupils with Special Educational Needs. This information must be updated annually.

Our Headteacher, Inclusion Lead and Central Leadership Team are responsible for identifying pupils who need additional support and making sure that that support is put in place.

Class Teachers are responsible for the day to day the planning of learning and provision of support for all pupils in their class, including pupils with SEN and disabilities.

Please contact your child's teacher or any the following people if you have any questions or concerns about special educational needs provision at our school.

Anita Clarke – Inclusion Lead

senco@cringleford.norfolk.sch.uk



Helen Morritt - SEND governor

hmorritt70@cringleford.norfolk.sch.uk

Julia Humphrey – Headteacher

head@cringleford.norfolk.sch.uk



Alternative contact -01603 454946 office@cringleford.norfolk.sch.uk

Picture of SEND at Cringleford CE VA Primary

The school presently has 9% of children on the SEN support register 2.2% have an EHCP or additional plan.

How Do We Implement this Policy at Cringleford Primary?

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| <p>What Kinds of Special Educational needs are provided for at Cringleford School?</p>  | <p>Cringleford School can provide support across the four areas of need defined in the SEN Code of Practice 2015</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and learning • Social, emotional and mental health difficulties <p style="text-align: center;">Sensory and or physical needs</p> |
| <p>How does the school identify learners with SEN?</p>  | <p>A child is identified as having SEN if they need provision that is additional to or different from that which is offered, in order to overcome the barrier to their learning. Initially children will be monitored by the teacher and highlighted at pupil progress meetings. Steps will be taken by the teacher to gather information about their rate of progress and they will receive appropriately differentiated work to help them progress, sometimes involving targeted programmes set by the teacher to address areas posing difficulty.</p> <p>During this period pupils needs will be monitored and assessed using information gathered from</p> <ul style="list-style-type: none"> • Other settings such as Nurseries or playgroups • Teachers observations and tracking systems • Data analysis routinely carried out in school • Parents • Activities designed to support children in class which have not shown success • Inclusion Lead support |
| <p>How do we provide for children with SEN?</p>  | <p>All teachers will differentiate appropriately through Quality First Teaching; in addition to this children with SEN may</p> <ul style="list-style-type: none"> • have additional adult support in the classroom • be taught in small groups or individually • participate in time limited, targeted interventions and programmes • be provided with specialised equipment or resources • receive regular sessions on individual programmes advised by relevant professionals such as speech therapists • be given time to do extra consolidation activities in certain subjects • follow programmes taking smaller steps |
| <p>How are adaptations made for SEN pupils to the curriculum and learning environment?</p> | <p>There are a range of possible adaptations and these presently include</p> <ul style="list-style-type: none"> • Visual timetables • Visual prompt cards |

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|  | <ul style="list-style-type: none"> • In class support to access teaching and tasks • Access to different aids such as technology, differentiated materials or equipment • Seating considerations • Use of coloured paper and overlays • Access to quiet play • Individual arrangements to support children who are taking tests • Adaptations to the physical environment including our Soundfield system and configurations of the interactive white board <p>We will work with professional advice around ideas for provision. Additionally we will consult the guidance from Norfolk education authority on provision that is expected at the SEN support stage from the school's budget.</p> |
| <p>How accessible is the school?</p>  | <p>We are lucky at Cringleford to have a new school building. Its facilities include</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and a shower • Hoists • Wheelchair accessible corridors and doorways • Soundfield system in all classrooms <p>For further detail please see the Disability Scheme/Access plan section of the Single Equality Scheme which can also be found on our policies section of this website</p> |
| <p>How do we monitor the impact of the provision?</p>  | <ul style="list-style-type: none"> • Each term progress of all the children is reviewed by the class teacher and entered onto our school tracking systems • The Inclusion Lead monitors provision for all SEN children by observations in class and of intervention activities, learning walks, work sampling and interviews with the children • Regular pupil progress meetings are held with the Central Leadership Team to discuss progress for all children and the interventions that are in place • Progress and attendance of SEN pupils is reviewed by the SEN governor and then reported annually to full governors meetings • The progress of children receiving funding via the Local Authority is reviewed at least annually • Views of parents are requested • An index of the interventions used and the impact they have is being built up by the school and this is shared with the SEN governor |
| <p>How do we assess and review progress?</p> | <ul style="list-style-type: none"> • We will meet with parents and children termly to assess progress and discuss new targets through the Graduated Response approach - Assess, plan, do, review. This might be part of a larger group of professionals meeting together to share information and expertise, contributing to next plans |



or just the teacher and the parents. Targets will be set and actions agreed before a review date to meet again.

- All parents are welcome to book appointments with appropriate staff at any time
- Data is tracked and monitored regularly
- The impact that intervention activities have is collected and given to the Inclusion Lead
- Observational data is recorded
- Education, health and care plans will be reviewed at least annually

The Inclusion Lead is available to meet with parents at any time by appointment to discuss progress

How do we record what we are doing for pupils with SEND?



We use a range of ways to record the needs, provision and progress of pupils with SEND. These include:

- School hold SEND lists that help us to monitor the provision for pupils needing additional support
- Learning Portfolios – that outline pupils’ strengths and barriers to learning and the adaptations and support put in place to overcome those barriers
- Care Plans – covering health issues and intimate care needs
- Education Health and Care Plans (EHCPs)
- Risk Management and Positive Behaviour Plans
- Reasonable Adjustment Plans

What support is available for improving the social, emotional and mental health of pupils with SEN?



- Adults in school can be identified as mentors
- The school has paid for a limited amount of time from a therapeutic worker
- The school takes very seriously the rare incidents of bullying and works with children and families to resolve issues
- Referrals can be made to Mental Health Services for an assessment for those children who might benefit from specific counselling support
- Advice and support via Just One Norfolk can be accessed
- The school has a Mental Health Lead, two trained Mental Health Champions and Mental Health First Aiders from within the staff team

What expertise does the school have access to?



- The school buys a limited number of Educational Psychologist assessments each year
- Sensory support advice is available from the county
- Technology advice from county where the threshold of need is met and a medical professional supports the application
- Referrals will be made to health professionals (speech and language therapists, paediatricians, occupational therapists etc) if a need for this is identified and parents consent
- CAMHS (Children and Adolescent Mental Health Services)
- Advice and support from Just One Norfolk
- Family Matters (YMCA)
- We will happily work with private providers if parents have sought additional help from them
- Voluntary agencies and charities

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| | <ul style="list-style-type: none"> • We have staff who are trained to deliver a variety of programmes and we will work with parents, pupils and professionals to ensure further training is undertaken if necessary to meet individual needs as they arise. Nominated staff have received training :- • Lifting, handling, suction and pump training • Classroom strategies for autism • Girls and autism • Dyscalculia • Classroom strategies for dyslexia • Clicker 8 • Norfolk STEPS • We hold the Dyslexia Friendly school's quality mark supported by the Dyslexia outreach service. |
| <p>How is the funding for SEN allocated?</p>  | <p>The amount of money allocated to Cringleford School for Special Educational Needs for 2022-2023 is £113,209. This is spent providing classroom support and resources. There is a further allocation from the Local Authority, distributed as a top up funding, for children who require additional help exceeding the funds available to the school. Generally this would be in cases where communication needs are exceptionally high or behaviours are likely to result in harm to self or others. This is accessed via a banding system for children with an EHCP or those with exceptional needs. The funding is extremely limited and difficult decisions have to be taken as the demand on the fund is high.</p> |
| <p>How can parents be involved?</p>  | <ul style="list-style-type: none"> • Transition meetings • Information meetings • Newsletters • Telephone calls • Emails • Parents evenings • Informal chats at pick up • Home school contact books • Liaising about homework • Termly meetings with teachers to discuss the support for their child |
| <p>How will pupils be involved in the decision making?</p>  | <ul style="list-style-type: none"> • Questionnaires • Wishes and feelings where appropriate • Attending meetings where appropriate • Annual reviews for Education, Health and Care plans |
| <p>How will my child be included in activities outside the classroom?</p> | <ul style="list-style-type: none"> • The Equality Act (2010) states clearly that all learners should have the same opportunity to access the full curriculum and extra-curricular activities. At Cringleford we offer a range of clubs, some of which are run by school staff and some by external providers. We are pleased to offer both Breakfast and After School clubs. We are committed to making reasonable adjustments to ensure participation for all so |

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|  | <p>please contact us to discuss particular circumstances if there are activities which interest you.</p> <p>All curricular activities which happen off school premises have to be risk assessed and individual needs would be considered and planned for, usually in consultation with parents.</p> |
| <p>How are transitions managed at Cringleford school?</p>  | <ul style="list-style-type: none"> • Meetings with preschool to make a transition plan for children with SEN starting school • Booklets about the new class/school • Visits to the new class or school, sometimes with extra visits planned for children with additional needs • Transition reviews in Year 5 for pupils with EHCPs • Attendance by receiving school at Annual review if appropriate • Transition planning with High Schools for pupils with SEN • Back to school visits to the classroom following the summer break • Teachers visiting the children in their classroom or at home • Summer school for some children on transition to High School |
| <p>What happens if I am unhappy or disagree with the school?</p>  | <ul style="list-style-type: none"> • If you are concerned about any aspect of your child's education or experience at Cringleford, you should first make an appointment to see the teacher. • If you still have concerns, please make an appointment to discuss this with the Inclusion Lead • If the matter is unresolved you should make an appointment to see the head teacher. • If you are still unhappy you can ask for a copy of the complaints procedure which explains how to make a formal complaint. |
| <p>Where can I find out more?</p>  | <p>The county have a wealth of information on their local offer site. We would strongly urge you to investigate further. It can be found Norfolk Local Offer</p> |
| <p>Other useful links</p> | <p>Parent Partnership Code of Practice 2015</p> |
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We hope that you have found this report helpful and would welcome your feedback and ideas on what additions to the report you would find useful.

Thank you

Anita Clarke
Inclusion Lead
September 2022
Review: July 2023