



***Let your light shine
(Matthew 5:16)***

Discover - Value - Celebrate – Praise

SEN Information Report

September 2022

Introduction

Each year, schools have to publish a SEND policy and Information Report on their website. Welcome to our SEN Information Report for 2022-23. The aim of this document is to set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND).

Our SENDCO

Our SENDCO (Special Education Needs and Disability Coordinator) is **Mrs Louise Jones**, who is also the Headteacher. Mrs Jones achieved the National Award for SEN Coordination in 2018. She can be contacted via the school office on 01366 383272 or office@denver.norfolk.sch.uk



Mrs Louise Jones

Other Key Adults

- Our SEND Governor is **Dr. Amanda Dawson**
- Our Chair of Governors is **Mrs Carole Reich**
- Our Mental Health Lead is **Mrs Louise Jones**
- Our Mental Health Champion is **Mrs Louise Jones**

Our Aims

At Denver VC Primary, our shared Christian vision is to seek to discover and celebrate whatever is good in each individual through the values of **Discover, Value, Celebrate** and **Praise**.

Let your light shine (Matthew 5:16)

We aim to create an inclusive culture in our school, where all our children can participate fully in their learning and achieve success. This includes being responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

We value high quality teaching for all of our learners, including those identified with SEND, and are committed to providing them with full access to all curriculum areas.

We are committed to creating a learning environment which is flexible enough to meet the needs of each child in our school community.

We aim to ensure that the special educational needs of our children are identified, assessed, provided for and monitored closely.

How we Identify Children with SEND

At different times in their school career, a child or young person may have a special educational need. The 2014 Code of Practice defines SEND as follows:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.

A pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. They may not speak English very well or they may be worried about different things that distract them from learning.

At Denver VC Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene as soon as possible.

This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. A child may arrive in school with a particular need already identified or it may be identified in school.

We recognise that all children are unique and develop at different rates, therefore it can sometimes take longer for a special educational need to become evident.

As a school, we identify children with SEND in a number of ways:

- Information and concerns raised by parents or carers
- Class teachers and support staff notice a difficulty with learning
- Learners themselves may notice a difficulty with their learning
- Information from a previous school when a child transfers to our school, either in Reception or at any point during their time in primary school
- Monitoring of progress by class teachers may identify concerns
- Progress measured in assessments
- Information from external agencies e.g. social workers, health.

If parents are concerned that their child may have a special education need, in the first instance it is always best to discuss these concerns with their class teacher. Parents can also make an appointment to speak to the SENDCO.

Our SEND Profile

Denver VC Primary has 9 children (8.7%) with SEND (accurate at time of reporting). The pupils are categorised according to the SEND Code of Practice 2014. The percentage of children within each category is shown here:

Primary area of need	Number of pupils	Percentage
Communication and Interaction	3 out of 101 pupils	2.9%
Cognition and Learning	4 out of 101 pupils	3.9%
Social, emotional and mental health difficulties	2 out of 101 pupils	1.9%
Sensory and/or physical needs	0 out of 101 pupils	0%

The data above is based on the children's primary need, although some children will have more than one area of need.

Our SEND Profile by Year Group

We have 7 children at SEN Support and 2 children with an Education and Health Care Plan (EHCP).

	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
Pupils identified with SEN	0	1	1	1	1	1	2	7
Pupils who have an EHCP	0	1	0	0	1	0	0	2
Pupils awaiting outcome of an EHCP	0	0	0	0	0	1	0	1

Current Provision

At Denver VC Primary School we currently provide additional and/or different provision for a range of needs, including:

- Speech, language, communication and interaction needs
- ASD
- ADHD
- Social, emotional and mental health difficulties
- Cognition and learning, including Specific Learning Difficulties such as Dyslexia and Dyspraxia

Some children may have a specific medical need, although this does not necessarily mean that they have SEND.

Assessing a Child's Needs

We use a range of assessments to gain a better understanding of a child's abilities and needs, depending on the child's age and understanding. The assessments we use in school include:

- Reception Baseline Assessment
- Little Wandle Letters and Sounds Phonics assessments
- Salford reading test
- NGRT (New Group Reading Test) reading test
- Blackwell spelling test
- White Rose Maths assessments
- NFER (National Foundation for Educational Research) assessments for maths, reading and SPaG (years 3-5)
- SATs assessments (Y2 and Y6)

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The Approach to Teaching Children with SEND

We aim to provide high quality first teaching in every year group which is properly differentiated for the needs of all children and monitored by the Headteacher. This is the first step in responding to possible special educational needs.

For those with recognised special educational needs the provision will be different from or additional to the normal classroom differentiation. This will involve the implementation of a support plan made in consultation with both the child and their parents/carers. Support plans follow the graduated approach: **assess, plan, do** and **review**. These children will be categorised as requiring SEN Support and will be placed on the school's SEND register.



We also provide the following interventions:

- FFT (Fisher Family Trust) Wave 3
- Onset and Rime
- Little Wandle Letters and Sounds Catch up
- Precision Teaching
- Lego Therapy
- Social Stories
- Socially Speaking
- Sensory Circuits
- Zones of Regulation Curriculum
- Nuffield Early Language Intervention (NELI)
- Wellbeing Gardening

The learning environment will be adapted for those children who need it and sometimes children may visit other parts of the school away from their own classroom to access outside learning or ICT equipment, for example.

Teachers may also use a variety of strategies to adapt access to the curriculum to help learners with SEND join in. These might include:

- writing frames
- visual timetables
- overlearning
- breaking down instructions
- chunking tasks
- key adults
- using overlays
- i-pads, laptops and other recording systems
- peer buddy systems
- positive reward systems

Reviewing and Monitoring Progress

Once implemented, the plan for a child with SEND will be monitored, reviewed and revised in consultation with parents/carers. The review process will take place each term. Often this is successful in ensuring that the child is making appropriate progress, however if this is unsuccessful, we will seek advice from

relevant outside agencies and integrate more specialised interventions recommended to us. The child will be central to developing and understanding their plan, as appropriate for their age.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

Funding for SEND

Denver VC Primary receives funding directly to the school from the Local Authority to support the needs of learners with SEND. The amount provided is called the SEN memorandum. In 2022-23 our SEND budget is £44,442.

In addition to this, schools can apply for additional funding for High Needs SEND through the Norfolk Virtual School for SEND, this includes pupils with an EHCP or at SEN Support.

Expertise and Training of Staff

Teachers have experience of many different types of special educational needs and training is provided when appropriate and as resources allow. Recent staff training includes:

- ASD (Autistic Spectrum Disorder)
- Nuffield Early language Intervention (NELI)
- Dyscalculia and Speech and Language in Verbal ASD children
- Speech and Language courses
- Social Stories
- Lego Therapy
- Onset and Rime
- NAP (Norfolk Assessment Pathway) training
- SENCO Survival Course
- Supporting Successful Learning in the Primary School
- Access Through Technology training
- Dyslexia Outreach
- Little Wandle Letters and Sounds Revised

The SENDCO regularly attends briefings from County and attends Essential SENCO Network, Cluster SENCO and Core Consultation meetings.

Supporting Emotional and Social development

We understand that in order to make good progress children need to be happy, secure and ready to learn and try to ensure that the ethos of the school supports this. Staff have been trained in aspects of emotional development and where children need help with areas of social or emotional development, TAs are allocated to support them, and special interventions may be implemented.

All children are taught regularly about tolerance, respecting difference and bullying through our RSHE curriculum and in whole school collective worship.

Mrs Louise Jones is our Mental Health Champion and Mental Health Lead. If you would like to speak to her, please arrange an appointment through the school office on 01366 383272 or office@denver.norfolk.sch.uk

Our staff receive training to support children's social, emotional and mental health, including:

- Attachment and trauma
- Emotionally Disturbed Children
- Mental Health Champion qualification
- Senior Mental Health Lead qualification
- RSHE (Relationship, Sex and Health Education) curriculum
- Emotionally Based School Avoidance

Working with Outside Agencies

Specialist expertise to support our children with SEND is secured when necessary. We work closely with the following agencies and will continue to do so this year:

- Educational Psychology and Specialist Support team (EPSS)
- Educational Psychologists and Specialist Support Teachers
- Speech and Language Therapists (SALT)

- Occupational Therapists
- CAMHS
- Supporting Smiles
- Family Action
- Healios
- ASD Team
- Core Consultation Meetings
- Virtual School
- Dyslexia Outreach
- Access Through Technology
- Cognition and Learning Specialist Resource Base

Joining our school

We recognise that arriving at a new school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. For a child planning to start at our school we:

- Invite parents to visit our school with their child to have a look around and speak to school staff
- Arrange additional visits as needed
- The SENDCO will attend any Annual Reviews of children transferring from nursery/pre-school settings and attend transition meetings
- Contact transferring schools to arrange for the transfer of information as soon as possible
- Arrange visits to existing settings by staff and/or the SENDCO
- If other professionals are involved with the child, a meeting of professionals may be held to discuss the child's needs
- Assess the child's levels of attainment as soon as possible on their arrival at our school and plan accordingly
- Monitor the child closely and discuss any additional support with parents, the class teacher and relevant professionals

Moving On

We recognise that 'moving on' can be difficult for a child with SEND and take steps to make any transition as smooth as possible.

We have 'move up' afternoons where children visit their new classes for several sessions at the end of the term prior to transition. These sessions are an opportunity for children to meet their new teacher and other adults who will be working with them.

For those moving to secondary education, we contact the new school's SENDCO to discuss any special arrangements or support that need to be made for your child. We make sure that all records are passed on as soon as possible. Extra visits may be arranged according to the needs of your child. All children transferring to secondary school receive some form of appropriate transition before the end of the summer term in Year 6.

In Year 5, children with EHCPs will have a transition review of their progress which provides an opportunity to discuss appropriate secondary school options. In Year 6, we communicate with the SENDCOs from our feeder high schools and invite them to annual EHCP review meetings.

Support for Parents

Norfolk SENDIASS provides free and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers. Information about Norfolk SENDIASS can be found at:

<https://www.norfolksendiass.org.uk/>



They can also be contacted by telephone on 01603 704070

The Norfolk SENDIASS produce a monthly e-newsletter giving regular updates on training, news, articles and information on how they are supporting

children and young people with SEND and their parents/carers in Norfolk. If you would like to access the e-newsletters, please use the following link:

[Newsletters | Norfolk SENDIASS](#)

Local Offer

The Norfolk Local Offer brings together information that is 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. Information on Norfolk's Local Offer can be found on the following website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>



Evaluating the effectiveness of our provision

Senior Leaders in school closely monitor outcomes for all children and for those with special educational needs. School data is scrutinised and areas for staff development are identified.

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing pupils' individual progress
- Reviewing Support Plans
- Reviewing the impact of interventions
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

We ensure that children with special educational needs have the same opportunities as other children and take their needs into account when planning school visits, clubs and special events. No child is ever excluded from taking part in these activities because of their SEN or disability.

Complaints

If you have a concern about your child or the school's provision for their special educational need, you should speak to the school's SENCO, Mrs Louise Jones, who is also the Headteacher. Usually this will be sufficient in solving any problems. The school's complaints procedure is also available on our school website. Mrs Louise Jones can be contacted on 01366 383272 or office@denver.norfolk.sch.uk

This SEN information report was updated in September 2022 and will be reviewed by the SENDCO, Louise Jones, and updated regularly, at least annually.