

Welcome to St Mary's Church of England Junior Academy

SEND Information Report 2021-22

(DFE number 926/3053, URN of Academy 137311)

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) At St Mary's Church of England Junior Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, 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:

Ms Aziza Cranmer- Principal

Ms Samantha Laurie- SENDCO (email: senco@st-marys.norfolk.sch.uk)

Mr Paul Adams- SEND Governor (contactable via Chair of Governors)

TBC- Parent Governor

If you think your child may have special educational needs, please speak to their Class Teacher in the first instance, or Ms Samantha Laurie, our Special Educational Needs and Disabilities Coordinator (SENDCO) on 01508 530459 or email senco@st-marys.norfolk.sch.uk.

If you have specific questions about the Norfolk Local Offer please look at the Norfolk County Council special educational needs and disabilities web site:

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

Our Approach to Teaching Learners with SEND

At St Mary's Church of England Junior Academy we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our Academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the Academy. For more information on our approach, including the role of the SENCO, please see our teaching and learning policy by clicking [here](#).

We aim to create a learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor progress of all learners, staff continually

assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At **St Mary's Church of England Junior Academy**, we value **learning for all**.

How do we identify when a child needs additional support:

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (2014) defines 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 or disability if they”:

- have a significantly greater difficulty in learning than the majority of others of the same age: or**
- 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.”**

If a learner is identified as having SEN, we will work closely with the pupil and their parents to provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barriers to their learning.

How do we identify the Special Educational Needs of pupils?

Where pupils’ progress is significantly slower than their peers, or fails to match their previous rate of progress, despite high quality first teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking views from parents and the pupil, as well as from teachers and assessments.

Some of the ways identification may occur is through:

- Liaison with pre-school/ previous school
- If the child is performing below age expectations
- Concerns raised by parent
- Concerns raised by teacher
- Liaison with external agencies
- Health diagnosis through paediatrician
- Observations by SENDCo
- Assessment tools

There can be many reasons learners 'fall behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean all vulnerable learners have SEND. Only those who require special educational provision 'additional to' or 'different from' the usual differentiated curriculum will be identified as having SEND.

Once a child is identified as having SEND we follow an Assess-Plan-Do-Review cycle. This involves regular meetings with the child, parents and teacher to monitor and review progress.

Slow progress and low attainment does not automatically mean a pupil has a special educational need

What are definitions of SEND?

Cognition and Learning - children may:

- Learn at a slower pace
- Find the curriculum difficult
- Struggle with organisation and memory
- Have a specific difficulty in literacy and numeracy

Communication and Interaction - children may:

- Struggle to talk or say what they want
- Find it hard to understand what others are saying
- Find conversations and play confusing and challenging
- Have a diagnosis of ASD

Social, Emotional and Mental Health Difficulties - children may

- Find relationships difficult
- Appear withdrawn and isolated
- Behave in ways that affect their learning - eg being disruptive
- Do things that impact on their health and wellbeing

Sensory and/ or Physical - Children might have a disability such as

- A visual or hearing impairment
- A physical difficulty

Some pupils may have SEN that covers more than one of these areas

What is our SEND profile Autumn Term 2021-22

- We have 39 children (or 18%) identified as having SEND which is higher than 12.2% national average
- 19 of 39 (or 48%) children are identified as having SEND linked to Cognition and Learning,
- 10 of 39 (or 26%) linked to Social, Emotional and Mental Health,
- 4 of 39 (or 10%) linked to Communication and Interaction,
- 3 of 39 (or 8%) linked to Physical and Sensory and
- 3 of 39 (or 8%) linked to Speech, Language and Communication.

Some of our pupils have needs in more than one group, percentages show primary need.

- 1 pupil has an Educational and Health Care Plan

We receive funding to support the needs of learners with SEND.

We are also able to apply for Top Up funding from the Local Authority which is for learners who require support that exceeds that available to the school.

How do we support SEND learners?

Quality first teaching by class teacher.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- Each child with SEND will have an Individual Learning plan (ILP) which is produced through collaboration with the child's teacher, parents, SENCO and the child's voice is given maximum priority.
- Different ways of teaching are in place so that your child is fully involved in learning in class, through challenge and differentiation.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support children to learn.
- Your child's progress is constantly assessed and reviewed and any gap or gaps in their understanding/ learning will be identified and addressed through targets and interventions.

Targeted interventions:

- These may be run in the classroom or in sessions outside of whole class learning
- They may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help them to make progress, targets are used in both group and class work
- Interventions will be assessed and monitored by the school leadership team
- Parents are informed when their child is in intervention groups and targets and progress are shared

Specific Individual support:

- Some pupils will follow tailored smaller group work; such as if the learner has an Education Health and Care Plan or if they have been assessed by outside agencies, with a more specific need
- Individuals have access to aids and materials to support their learning e.g. wedge cushions, slanted boards, ear defenders, fidget resources, weighted blankets etc
- Specialist sessions run by outside agencies. This may be from services such as:

Speech and Language Team
Nelsons Journey
Occupational Therapists
School 2 School Support
Virtual School Sensory Support

S Mary's Church of England Junior Academy, as part of the St Benet's Multi-Academy Trust, have also commissioned support from the following services:

- Willow Tree Learning (Educational Psychology and Advisory Learning Support Teachers.)
- 'Communicate' Speech and Language Therapy Service

Graduated Approach - Assess - Plan - Do – Review:

- When providing support that is additional to or different from, we engage in a four-stage process: ASSESS, PLAN, DO and REVIEW.
- Assess – this involves taking into consideration all the information from discussions from parents or carers, the child, the teacher, support staff and a variety of assessments.
- Plan – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded to inform teaching.
- Do – providing the support as set out in the plan.
- Review – measuring the impact and deciding whether changes to the support will be made. We will evaluate the effectiveness of any additional support. This will be ongoing.

This Autumn Term our focus is to create individualised Individual Learning Plans (ILPs) for all children with SEN, in collaboration with both parents and pupils. Individual needs will be assessed, planned and support put into place. In February Spring Term, ILPs, strategies and targets will be reviewed.

EHC Plans:

- While the majority of learners with SEN-D will have their needs met in this way, some may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision with an Education, Health and Care Plan (EHCP).

Where a child has an Education, Health and Care Plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Other opportunities for Learning/ Inclusion: How does the academy ensure that children with SEND are included in all activities including after extra-curricular clubs and educational visits?

All learners should have the same opportunity to access extra-curricular activities and residential visits. Access to extra-curricular clubs is provided and individual support is organised where required. It is required that any independent provider of extra-curricular clubs must cater for pupils with SEND. Educational visits are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity.

At St Mary's Church of England Junior Academy, we offer a range of additional clubs and activities. These change throughout the year and parents/carers will be notified what clubs are available each term.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the academy to discuss specific requirements

The 2010 Equality Act legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass, victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments."

[The Equality Act 2010](#) definition of disability is:

"A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEN and disability legislation.

How we support disabled pupils:

The admission process for disabled pupils is the same route as all other pupil admissions. Once the initial admission form is completed a meeting would happen with parents, carers

and Ms Samantha Laurie to ensure all pupil needs are met. We ensure medical needs are met discreetly and to have minimal impact on learning.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Safeguarding

Safeguarding is a serious consideration especially with pupils with SEND. If safeguarding concerns are raised the school may contact you if appropriate or necessary. If you have any concerns please speak to one of our DSLs: Mrs Jane Kirman, Ms Samantha Laurie, Mrs Tracy Dale, Ms Aziza Cranmer, Ms Holly Dutton or Ms Maher or refer to our Safeguarding Policy which is available on the school website.

Useful links or further information:

www.norfolk.gov.uk/SEN

Norfolk SEND Partnership

Family Voice Norfolk

Just One Norfolk

www.justonenorfolk.nhs.uk

www.dfe.gov.uk