

The Sandringham Federation

Special Educational Needs Information Report

2022-23

Last updated: April 2023

SEND Information Report for Flitcham Academy 2022-23

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Flitcham Primary 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:

Jane Gardener: Headteacher.
Catherine King: Head of School
Chrissie Reddey: SENDCO
Claire Bunton: SEND Governor
Sophie Gould: Parent Governor

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions can be found on the Norfolk County Council, SEND changes web site [http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/SEND_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/index.htm)

Alternatively, if you think your child may have SEND, please speak to their Class Teacher or contact our SENDCO via:

Phone: 01485 600383

Email: creddey@sw.n.dneat.org or head@sw.n.dneat.org (Jane Gardener)

Our Approach to Teaching Learners with SEND

At The Flitcham Primary Academy, we believe in participation for all. We can offer you:

- ✓ A friendly, caring and inclusive environment. 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.
- ✓ High quality teaching. All of our teachers work to a very high standard and actively monitor teaching and learning in the Academy. For more information on our approach, please see our teaching and learning policy.
- ✓ 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.
- ✓ Well trained teachers and support staff. All of our staff have access to up to date training to meet the needs of individual pupils.
- ✓ Access to specialist services. We can refer children to the Speech & Language services, Educational Psychologist, Behaviour support, Autism Support, School Health, Vision and

Hearing Services and other specialists. However, some services, due to high demand, do take a little longer when we refer.

How we identify SEND

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

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory Academy age or a young person has a learning difficulty or disability if they:

- (a) have a 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 Academies or mainstream post-16 institutions."**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in the Academy for lots of reasons: They may have been absent from the Academy; they may have attended lots of different Academies and not had a consistent opportunity to learn; They may not speak English very well or at all; or they may be worried about different things that distracts them from learning. At Flitcham Primary Academy, 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. 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.

We have a very clear pathway, from the moment a concern is raised to being added on our SEND Record. Children with a concern will be monitored closely at each stage. Parents are notified at every stage of this monitoring stage and permission is sought before a child is placed on the SEND Record.

Our SEND profile for 2022-23 shows that we have 9 children identified as having SEND, and 3 of those has an Education, Health and Care Plan.

4 of the children are identified as having SEND linked to Cognition and Learning

5 linked to Communication and Interaction

2 linked to Physical and Sensory

Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Flitcham Primary Academy, we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within Academy.

For some learners, we may want to seek advice from specialist teams. In our Academy and cluster, we have access to various specialist services but may have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council, which are described below:

The agencies used by the Academy include:

- ✓ Verbatim Services

- ✓ CAMHS (Child & Adolescent Mental Health Service)
- ✓ Diabetic nurse
- ✓ SEMH team
- ✓ Attendance Officers
- ✓ Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
- ✓ Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)
- ✓ East Coast Speech & Language (Via Amanda Lofts)
- ✓ School 2 School support
- ✓ Core Consultation Group (run by Norfolk County Council involving various professionals)
- ✓ Virtual School SEND
- ✓ Dyslexia Support Services
- ✓ SENDIASS Team
- ✓ EAL Services

We also employ Learning Support Assistants who deliver the interventions on the provision map.

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Flitcham Primary Academy are proud of our Teachers and their development. The Teacher standards are at <https://www.gov.uk/government/publications/teachers-standards>

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- laptops or other alternative recording devices
- Positive behaviour rewards system
- Buddy systems
- Adjustments to the classroom
- Extra time for activities
- Specialised curriculum (for those with complex needs)
- Use of translation programmes (EAL)

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Flitcham Primary Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Flitcham Primary Academy we share the provision map with our colleagues within DNEAT so we can learn from each other, and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the Academies/ Schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

If, after Quality first teaching, differentiation and reasonable adjustments are proven to be unsuccessful, this is where the class teacher, SENDCO and parents come together to follow the cycle of ASSESS, PLAN, DO, REVIEW to tailor a plan to the child's needs. This is through our 7C's Approach. A leaflet detailing this approach is on our website.

Reasonable adjustments are also made to cater for the needs of individual children, both those identified as SEND and those on our monitoring list, and we have a variety of programmes/interventions to boost and support pupils, if necessary. These support and interventions programmes include:

- ✓ Power of 2 maths programme
- ✓ Toe-by-toe reading programme
- ✓ Tailored 1:1 reading
- ✓ Precision 1:1 teaching for maths, reading and writing (mainly carried out by our high quality support staff)
- ✓ Socially speaking
- ✓ Time to Talk
- ✓ Tailor made support for those with high-level Dyslexia

Funding for SEND

Flitcham Primary Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of funding we received for this academic year is £20,750.

Individual 'top up' funding from the LA is applied for where evidence suggests it is appropriate.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within The Sandringham Federation. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model, using the 7C's and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. These meetings are offered at 3 points in the academic year. If a learner has an Education Health and Care Plan (EHC plan), the same review procedures take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Flitcham Primary Academy, in 2022-23, we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENDCO to discuss specific requirements.

All staff at Flitcham Primary Academy work within the Equality Act 2010. This legislation places specific duties on Academies / Schools, settings and providers including the duty not to discriminate, harass or 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 purposes of this Act if (s)he 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."

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 SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link

<https://www.gov.uk/equality-act-2010-guidance>

Individual medical needs are also identified and with Parents/Carers, and then a care plan is agreed.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the Academy, having a new teacher, or moving on to another Academy, moving up to High School, training provider or moving in to employment. Flitcham Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to a secondary school of children on the SEND Register or those with an EHCP will be discussed in the Spring term of their Year 6, to ensure time for planning and preparation. Although, informal talks about this can be had at any point, where needed.

Have your say

Flitcham Primary Academy is part of the community. We can shape and develop provision for all of 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 all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

www.norfolk.gov.uk/SEND

Parent Partnership

www.dfe.gov.uk