

**SEN Information Report for Little Melton Primary School 2022-23**  
**Part of the Norfolk Local Offer for Learners with SEN**

**Introduction**

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). The government's SEND regulations state that all mainstream schools have a legal duty to publish information on their website providing details of what SEN provision is available and about the implementation of the policy for pupils with SEN. The information that is published must be updated annually.

At Little Melton Primary we value the importance of working collaboratively. Therefore, all members of our school community are involved in our local offer and will be actively adding to it and extending it across the year. We welcome your feedback and future involvement with the development and review of our offer, so please do contact us. The best people to contact this year are:

SENDCO – Mrs Samantha Cameron  
SEND Governor – Mr Alex Grant  
Head teacher – Mr Alex Pritchard

If you have any specific questions about the Norfolk Local Offer please look **here**. Alternatively, if you think your child may have SEN please speak to their class teacher or contact Samantha Cameron, our SENDCO, on 01603 811446.

**Our approach to learning**

All children at Little Melton School are encouraged to achieve their full potential academically, physically, socially, morally, culturally, emotionally and spiritually. Pupils with Special Educational Needs and Disabilities are supported in their learning so that they too will achieve their optimum level. Ways are sought to stimulate them into:

- achieving self-discipline,
- developing an open enquiring mind,
- developing a responsible, caring and respectful attitude towards themselves and others, ensuring that this involves all aspects of society and the environment,
- developing the confidence to tackle challenges and problems.

The school is committed to providing high quality education for all children, within the level of available resources. It is appreciated that each child is an individual with individual needs, but each having an entitlement to a curriculum which:

- is broad, balanced, relevant and differentiated with continuity and progression,
- gives equality of opportunity and equality of regard,
- offers high quality learning experiences which encourage the development of maximum education potential and independence,

- allows the maximum self-determination possible,
- ensures continuity between academic years and classes.

The school values high quality first teaching for ALL learners and actively monitors teaching and learning across the school. Further information about our approach can be found in our Teaching and Learning for All policy **here**.

Our school improvement plan is about developing learning for all and seeks to continue moving our school forward to increase the progress of all learners, both children and adults. Our 2021-22 plan can be found **on the school website**.

The school seeks to:

1. Amplify aspects of the school's aims that have particular reference to children with Special Educational Needs.
2. Support the principles of Norfolk Education Authority's policy for children with Special Educational Needs. (see Inclusion Statement on county website).
3. Make provision for pupils with Special Educational Needs as required by the Government's "Code of Practice 2014".
4. The school also has regard to the requirements of the Disability Discrimination Act (2002) as applied to schools, the Disability Equality Duty from September 2007 and the Community Cohesion Policy (2008)
5. Ensure differentiation in all curriculum areas as quoted in the various subject policy statements.
6. Establish good communication and relationships with parents / guardians of children with Special Educational Needs and Disabilities so that each is able to acknowledge the other's contribution and collaborate to ensure entitlement, access, quality of provision and integration within the school and community.
7. Operate a policy of inclusion.
8. Appoint a Governor so that in co-operation with the Head Teacher and the SENCO he/she will take a particular interest in and closely monitor the school's work on behalf of children with Special Needs.

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need.

The Code of Practice 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

If a child is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum and which is intended to overcome the identified barriers to their learning. This is special educational provision under Section 21 of the Children and Families Act 2014.

At Little Melton Primary 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 SEN. Only those identified with a learning difficulty that requires special educational provision will be identified as having SEN.

We are committed to making reasonable adjustments to ensure participation for all. All staff at Little Melton Primary are familiar with the Equality Act 2010. This legislation defines disability:

*“A person has a disability for the purposes of this Act is (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 and Discrimination Act 1995*

This definition of disability includes children with long term health conditions such as asthma, epilepsy, diabetes and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may therefore be covered by both SEN and disability legislation. You can download our Equality and Diversity Policy **here** or for more information about the Equality Act please click **here**.

### **Our current profile**

- Our SEN profile for 2022-23 (Autumn 2022) shows that we have 14.04% of children on role identified as having SEN compared with the national of 16.6%. 1 child out of 12 children with identified SEN have an Education Health and Care Plan.
- Currently, 41.67% of children identified with SEN are also Pupil Premium compared to 36.4% nationally.
- Currently, 75% of children identified with SEN are boys compared to 63.5% nationally.
- 58.3% of children are identified as having SEN linked to Cognitive and Learning.
- 50% linked to Communication and Interaction.
- 25% linked to Social, Emotional and Mental Health
- 25% linked to Physical and Sensory.

For further information of these 4 broad areas of need see **chapter 6** of SEN Code of Practice.

The school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that these are made known to all who are likely to teach them. The school will ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs through continued professional development opportunities. Pupils with special educational needs will join in the activities of the school together with pupils who do not have special educational needs, so far as is practical and compatible with the child receiving the educational provision and the education of all the pupils.

The school will have regard to the **Special Educational Needs Code of Practice 2014** when carrying out its duties toward all pupils with special educational needs. Parents will be consulted if the school decides to place the pupil on the SEN register.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to

contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special needs will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in decision making processes and contribute to the assessment of their needs, as far as possible.

### **Identification and Assessment of SEN**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the Headteacher / SENDCo and all other members of the staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching children is therefore a whole school responsibility.

The majority of children will learn and progress within the usual arrangements of differentiated planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of children. Those children whose attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established. This is generally on entry to Reception, but also for children who enter at any other time during their school career. If the child entering the school already has an identified special educational need, this information will be transferred and the SENCO and class teacher will use this information to

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home

Class teachers and subject leaders, supported by the head teacher make regular summative and formative assessments of progress for all pupils. The information from these assessments is used to inform planning and teaching and also to track progress. Pupil Progress meetings are held termly to discuss progress of all learners and to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

As well as academic progress the school also includes and considers progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to any identified gaps in progress will be high quality first teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with

the SENDCO, will assess whether the child potentially has a SEN. While informally gathering evidence (including the views of the pupil and their parents) we will implement additional targeted teaching and other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

A learning difficulty is often first noticed by any of the following: class teachers, supporting staff, parents/carers and the learner themselves. We will then, with support, aim to establish the barrier to learning. We ensure that any assessment of educational needs directly involves the learner, their parents/carer and the class teacher. The SENDCO will also support with this identification. We have a range of assessment tools available in school and through the cluster. However, for some learners we may wish to seek advice from specialist teams. Each term we have a School Consultation and Planning Meeting with an Advisory Learning Support Teacher and an Educational Psychologist, both who are part of the Norfolk's Children's Education Support Team. The aims of these meetings are to discuss early intervention activities and arrange any specialist interventions, either consultations or assessments. For children with communication difficulties, a referral for Speech and Language Therapy will be made. We also have access to various specialist services provided by Norfolk County Council, which are detailed on the Local Offer website.

There may be times when, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child, expected progress may not have been made. With support and guidance from the Local Authority's specialist services the school or parents may consider requesting an Education, Health and Care needs assessment. To inform our decisions the local authority will expect to see evidence of the action taken by the school as part of SEN support, as this will affect their final judgement if an Education, Health and Care Plan is necessary. An EHC plan will show how education, health and care provision will be co-ordinated wherever possible to support the child to achieve their outcomes. The plan should also show how the different types of provision contribute to specific outcomes.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. The assistance of the English as an Additional Language Team will be sought to help teachers establish whether the problems the child experiences in the classroom are due to limitations in their command of the language or arise from special educational needs.

### **How we support learners with SEN**

Every teacher is required to adapt the National Curriculum to ensure access to learning for all children in their class. The Teacher standards 2012 detail the expectations on all teachers, and at Little Melton Primary we are proud of our teacher's commitment to their professional development.

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

- visual timetables
- writing frames
- iPads, laptops or other alternative recording devices
- peer buddy systems
- positive behaviour reward systems

For a more detailed overview of the different strategies please look at our Provision Map by Waves/Areas of Need document and also our Intervention Local Offer. It is important to note that these are working documents and are continually growing. (see website)

Each learner identified as having SEN is entitled to support which is ‘additional to or different from’ the normal differentiated curriculum to support and meet their need to access learning and overcome barriers. This support is described on a provision map which describes the interventions and actions to support learners with SEN. All staff are involved in contributing to the provision map in a termly meeting, although the overall responsibility for its publication is with the SENCO. All staff have access to our Provision Menu document, which is also continually growing.

We also share our provision map with the schools in the cluster in the form of a SEN Profile. This is updated termly and the data is collated to give a cluster profile of SEN. We are also able to promote consistent practice across the cluster ensuring equality of opportunity.

Teaching Assistants are employed throughout the school to work alongside pupils who hold statements and other pupils who need further support to access learning across the curriculum. The TAs support the work of the class teacher and during the lesson are under the supervision of the teacher. Many TAs also implement interventions to support learning targets.

All children in Little Melton Primary are involved in their learning journey and, through assessment for learning strategies, all have personal targets. Children with SEN also have personal targets, and these are mapped on our whole school provision map. Any targets that a child has will be reviewed regularly with the child. Further information about our Assessment for Learning, Marking and Target Setting Policy is available **on the school website**.

### **Funding for SEN**

Little Melton Primary receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. Additional top up funding can also be applied for to the Local Authority on a termly basis.

### **Monitoring effective provision**

Monitoring progress is an integral part of teaching and leadership at Little Melton Primary and all school members take an active role in reviewing the impact of interventions for learners with SEN. We follow the ‘assess, plan, review and do’ model suggested by the SEN Code of Practice and ensure that child and their parents/carers are involved in each step. Before any additional provision is selected all involved will agree what they expect the outcomes for the intervention to be. A baseline will also be recorded, which is then used to compare the impact of the provision. Impact data from interventions is collated to ensure that we are only using interventions that work and to ensure that we are implementing a strategy which is suitable for the learner’s needs.

Any extra provision that a child receives will be reviewed regularly and the review is often built into the intervention itself. Often a review will be in the format of a formal meeting where progress and next steps are discussed. If a learner has an EHC plan, the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by teachers, subject leaders, the head teacher and governors. We also use cluster moderation to ensure that our judgements are accurate. Our school data is also monitored by the Local Authority and Ofsted.

### **Other opportunities for learning**

At Little Melton Primary we believe that all learners should have the same opportunity to access extra-curricular activities. During 2022-23 we hope to offer a range of additional clubs and activities. These include Outdoor learning, Computer Coding, Mindfulness club and various sports clubs. Further information about the clubs available each term are available through the school newsletter and on the school website.

### **Preparing for the next step**

Transition is part of life for all learners, whether it is to a new class, a new teacher, or moving to another school. We are committed to working in partnership with children, families and other providers to ensure smooth transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with the child and their parents/carer during the summer term. Two transition mornings will take place in July and children transferring to secondary school will have at least two whole days. Where necessary, extra transition opportunities will be arranged. For children with EHC plans who are transferring to secondary school, the SENCO from the new setting will be invited to the annual review meeting that year.

### **Have your say**

Little Melton Primary is our community school. We can shape and develop the provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEN, 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 SEN.