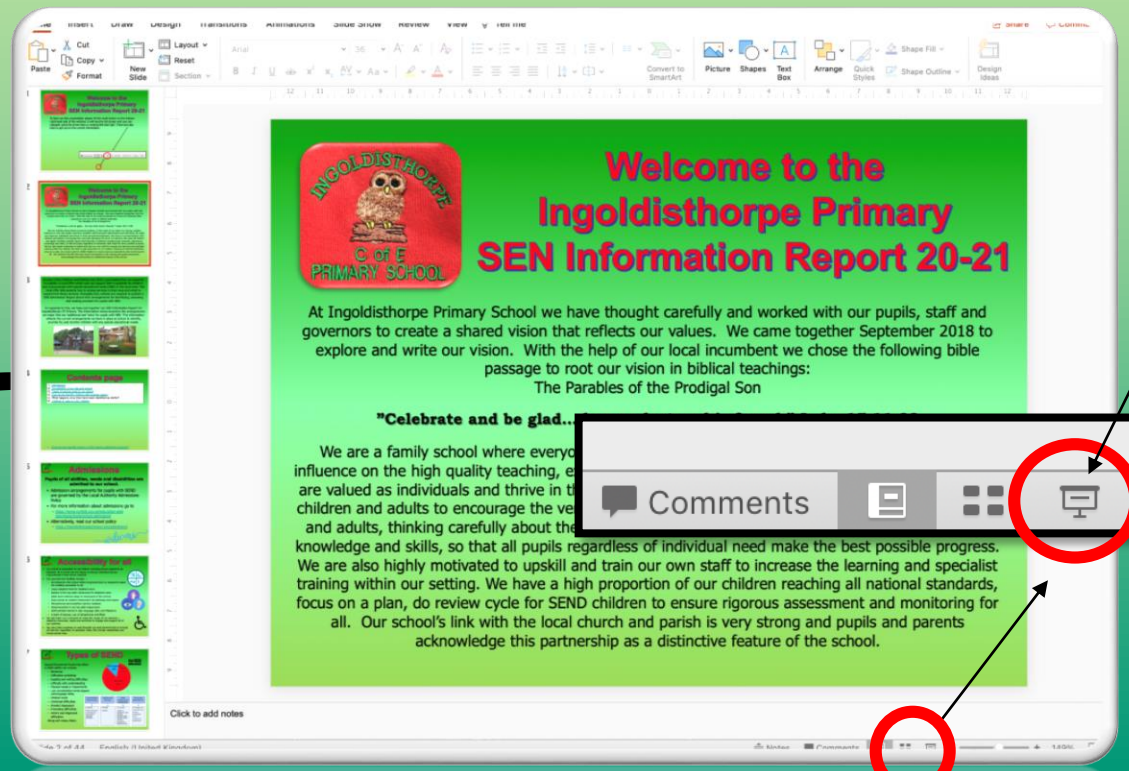
Welcome to Ingoldisthorpe C of E VA Primary School SEN information report



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WELCOME TO INGOLDISTHORPE PRIMARY SCHOOLS SEN REPORT

At Ingoldisthorpe C of E VA Primary School we have thought carefully and worked with our pupils, staff and governors to create a shared vision that reflects our values. We came together September 2018 to explore and write our vision. With the help of our local incumbent we chose the following bible passage to root our vision in biblical teachings: The Parables of the Prodigal Son

"Celebrate and be glad... he was lost and is found." Luke 15:11-32

We are a family school where everyone matters. At the heart of our vision is a strong, positive influence on the high quality teaching, excellent staff and pupil relationships and well-being. All pupils are valued as individuals and thrive in their personal development. We focus on communication with children and adults to encourage the very best education for all of our learners. We value all children and adults, thinking carefully about their diversity of children's backgrounds, interests, experience, knowledge and skills, so that all pupils regardless of individual need make the best possible progress. We are also highly motivated to upskill and train our own staff to increase the learning and specialist training within our setting. We have a high proportion of our children reaching all national standards, focus on a plan, do review cycle for SEND children to ensure rigorous assessment and monitoring for all. Our school's link with the local church and parish is very strong and pupils and parents acknowledge this partnership as a distinctive feature of the school.

As part of the Children and Families Act 2013, Local Authorities are required to publish a Local Offer which sets out support that is available for children and young people with special educational needs (SEN) in the local area. The local offer tells parents how to access services in their area and what to expect from these services. Alongside this, schools are required to publish a SEN For more information about local offer go to the local offer page.

In response to this, we have put together our SEN Information Report for Ingoldisthorpe C of E VA Primary. The information within describes the arrangements we make that are 'additional and 'extra' for pupils with SEND.

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Admissions to our school	Accessibility of our school	LAC children Pupil Premium	Types of special needs	How are children identified with a SEND?	Procedure for identification (step by step)	What happens after we identify the children?
Waves of interventions at Ingoldisthorpe	Assess, Plan, Do, Review cycle	Interventions for children with SEND	Cognition and learning needs	Social and emotional needs	Communication and interaction needs	Sensory and physical needs
Our approach to learners with SEND	Pupil and parent passports	Teaching and access to the curriculum	SEND awareness and staff training	External agencies LA offer	Assessments and monitoring	Norfolk local offer/ directory
Transition between classes and schools	Educational health care plans (EHCP)	Trips, visits and school events	Parent and pupil voice	Roles and responsibilities of staff	Index of language and acronyms	Contacts and FAQ's

Admissions and school places

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Pupils of all abilities, needs and disabilities are admitted to our school with a warm welcome to our "family school where everyone matters."

Admission arrangements for pupils with SEND are governed by the Local Authority Admissions Policy

For more information about admissions go to

https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions

Alternatively, read our school policy

https://ingoldisthorpeprimary.com/admissions

Accessibility

CONTENTS

- Our school is accessible for all children. As a school we are happy to discuss and adapt to individual needs.
- Our grounds and facilities include: –
  - All entrances into school are ground level or ramped for ease of access
  - Large adapted toilets
  - Wide doors without steps in most classrooms
  - Easy access to outdoor classrooms via walkways and slopes.
  - Microphones and amplifiers (where needed)
  - Great acoustics in our log cabin classrooms
  - Staff partially trained in sign language (BSL and Makaton)
  - A bank of laptops, use of Dictaphones and iPads
  - Dyslexia friendly off-white-coloured whiteboards in all classrooms

- We also tailor our bespoke, topic related curriculum to meet the needs of our learners.; adapting resources, topics and activities to support and engage all of our learners.
- We pride ourselves on well thought out and planned trips to include all learners regardless of specialist need, this includes residentials and whole school trips.

Looked after children (LAC) and Pupil premium (PP)

CONTENTS

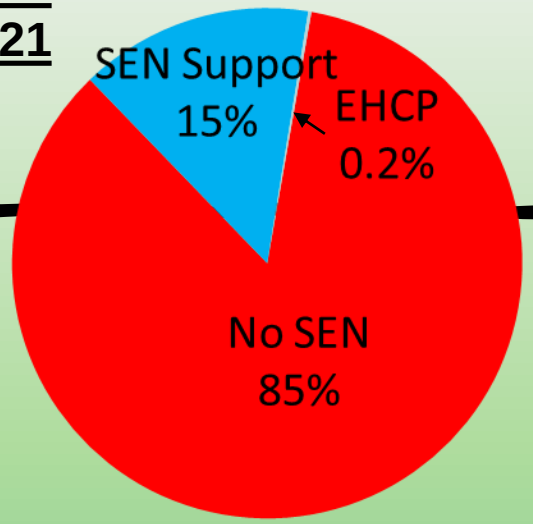
- Children who are looked after by the Local Authority are provided with prioritised care from our experienced and trained staff. Staff make communication a priority with carers of LAC.
- Teachers and the SENDCo attend regular LAC meetings with social workers, carers, parents, family support workers and the children. At these meetings we explain the children's achievements, monitor their progress and discuss how we can best meet their needs.
- The children are invited to express their wishes and feelings in these meetings and during additional sessions (where needed) with a designated adult. Many of our LAC children access Thrive sessions with our trained Thrive instructor.
- We understand that for some looked after children who have an SEND, they may need significant pastoral input as well as differentiated educational provision in order to ensure academic and emotional progress.
- We have an excellent record of working alongside the local authority, social workers and the Welfare call team to ensure the best outcomes for our looked after children, as our school is a **"family school where everyone matters."**

Pupil premium is extra funding allocated to the school for children who are eligible for FSM (free school meals), LAC (looked after children) or those from families in the forces. Funding is issued to schools to enable PP children to further their aspirations and enable them in a full curriculum including trips, extra curricular clubs, visits and residentials. All PP children will have access to financial support, free school meals, interventions and extra curricular activities depending on their need, progress and interests.

For more information and to read the Pupil Premium Impact Report click here or go to https://www.ingoldisthorpeprimary.com/pupil-premium

Types of SEND

Our SEND data 20/21



CONTENTS

Special Educational Needs that affect a child's ability can include:

- Behaviour
- Difficulties socialising
- Reading and writing difficulties
- Difficulty with understanding
- Physical needs or impairments
- Low concentration levels
- Speech and language delay
- Medical needs
- Emotional difficulties
- Anxiety/ depression
- Processing difficulties
- Autism and diagnosed difficulties
- Along with many others.

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical needs
Including Autistic spectrum conditions and speech and language difficulties	Including Dyslexia	For example Anxiety or depression, self-harming, attention deficit disorder (ADD), attention, hyperactive disorder (AHD),	Including visual impairment (VI), hearing impairment (HI), or multisensory impairment

How are children identified with a SEND?

CONTENTS

At Ingoldisthorpe Primary School pupils with SEN are identified through:-

- Referrals from previous school records (mid-phase admissions)
- Information collected at a child's registration
- Assessments completed in class (termly or half termly)
- Medical records or reports
- Referrals from opticians, nurses, doctors or therapists
- Test results and teacher assessments carried out through school year
- Concerns expressed by a teacher, parents or other adults working with the child.

Parents are kept fully involved and informed throughout this process, of their child's level of special needs and the support being provided by the school. This will be continued through parental meetings, home-school book, daily liaising with support adults and letters. We also have regular phone conversations to discuss day to day progress and barriers to learning. If any concerns are raised, teachers will communicate with parents at the earliest available time. Teachers will then be able to discuss ways we can help.

At different stages of learning a child may develop a special educational need. The SEND code of conduct states;

"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 school age 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."

Procedure of Identification

CONTENTS

1) Initial concern raised
2) Class teacher gathers information and assessments for the child
3) Teaching is differentiated in each lesson to adapt to the children's needs and progress is monitored
4) Reviews and discussions in staff meetings to monitor children with SEND or concerns
5) Class teacher monitors progress over a few weeks and child added to monitoring list
6) If more support is required, teacher will discuss next steps with SENDCo
7) Parents meeting to discuss difficulties and next steps, with parental permission the child is placed on the SEN register.
8) Interventions put in place, reviewed, adapted (where needed) and continued for 6-12 weeks. Reviewed every term.
11) Progress is monitored and reviewed with regular parent meetings with teacher and SENDCo (at least 3 times per year or termly)
12) Progress reports are compiled
13) If extra support is needed, referrals can be made to relevant external specialists. Advice will be given by the specialists. Team around the child (parents, carers, SENDCo, teachers, specialists) create specific targets to monitor and achieve over time. Reviewed termly.

<u>Exceptional resource funding (ERF)</u>

Additional funding can be sought from the cluster after an assessment from an external specialist, the funding will be sought from the 'cluster' and will need to be agreed by the ERF panel. All additional funding needs to exceed the expected spend for SEND and be closely monitored.

What happens after a child is identified with a SEND?

CONTENTS

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level They may have an SEND, if despite quality first teaching, they are still finding it difficult to maintain the pace of their peers or are failing to match their previous rates of progress. We aim to help them close any gaps in their learning by introducing adapted learning, interventions, programmes and support into their daily education.

If a learner is identified as having SEND, 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 barrier to their learning. At this point, with the support of the parents/carers, the child would be added to the schools SEN register.

Once a child has been identified, the teachers, parents and child will put together a plan of action to support and hopefully improve learning. The child, teachers and parents would set targets for the child's progress, making sure they are manageable goals which can be measured, achieved and assessed at the next update meeting.

What is assess, plan, do, review?

The interventions would be planned and assessed for a baseline and then continue for a minimum of 6 weeks.

After 6 weeks or a half term the interventions can be assessed for effectiveness and evaluated. This is called the assess, plan, do, review cycle which we follow in school to help all our learners.

Parents will be in communication with the teachers and updated of progress or difficulties along the way. Once the assessment of the interventions have taken place, a meeting can be held to discuss the next steps for the child. On many occasions, interventions continue to enable sustained progress to be made.

Assess, Plan, Do, Review (APDR)

The APDR cycle is widely used in schools during normal teaching. For children with SEND, the cycle is used more regularly to track their progress towards a common goal. The APDR cycle should be completed at school with the involvement of the child and parents.

CONTENTS

- Identify child's strengths and weaknesses
- Teacher assessments
- Data on progress, achievement, attendance
- Pupil voice and parent voice
- Work samples may be gathered
- Advice from external agencies (if involved)
- Support and guidance from SENDCo

E.G: find the concern) Johnny is finding spelling tricky, can only achieve 1/10 each week and this is causing his writing to be difficult to read.

- Reasonable adjustments to be made to classroom practise/ learning resources etc
- Interventions discussed and decided upon
- Decision on additional provision to be put in place/ time allowed for sessions
- SMART achievable targets set and agreed

E.G: (create an action) Johnny will complete spelling shed every morning in school for 10 minutes. He will also complete 3 x 20 minutes per week of sound discovery with an adult.

- Are the pupils on track/ making progress?
- Has there been any improvement?
- Pupil, parent and teacher voice
- Is the pupil responding well to the plan? Data
- Does there need to be a change or should plan continue?

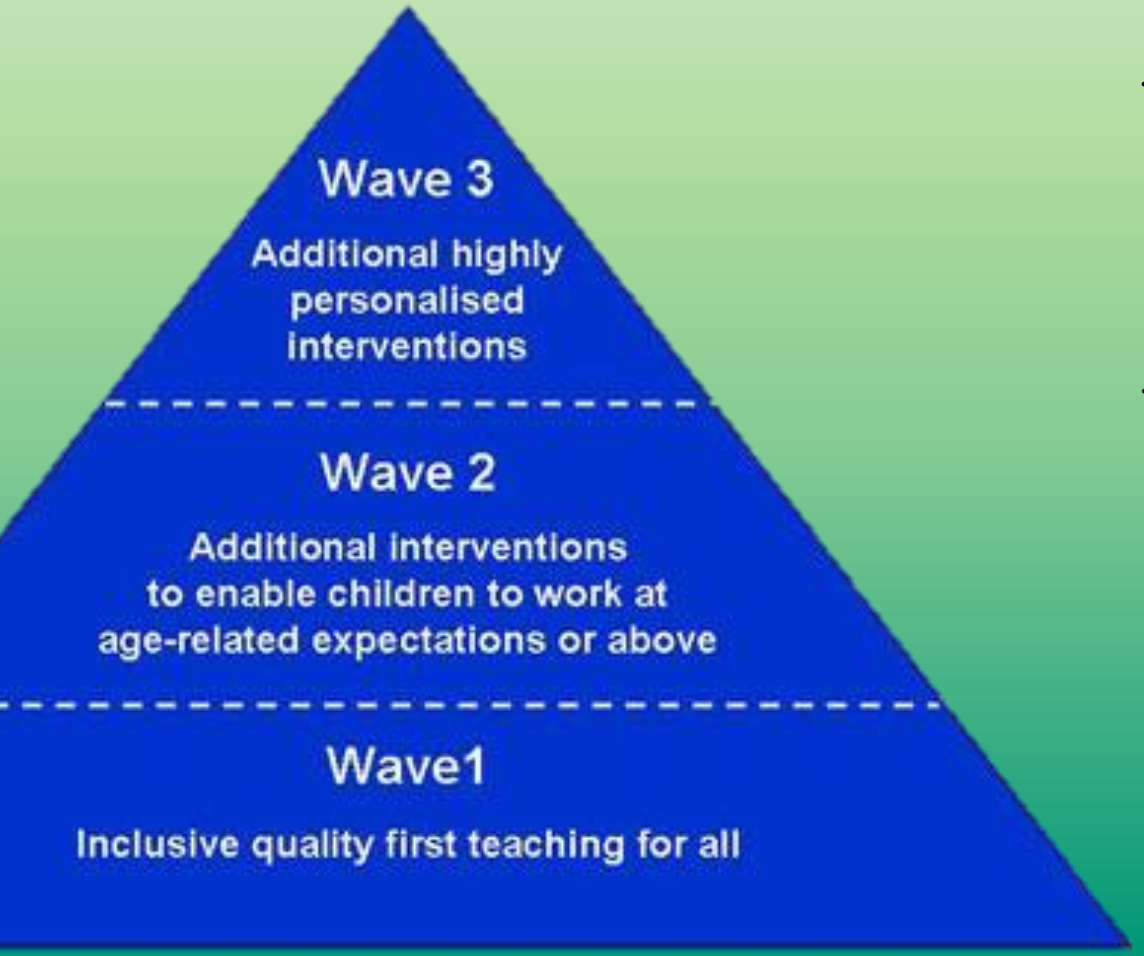
E.G: The actions are discussed and whether Johnny has made progress. Data shows 1 level of progress in sound discovery and weekly scores of over 4 in his spellings. The decision is made to continue intervention for 1 more cycle and assess afterwards.

- Monitoring of progress and session completed
- Teacher to check in with named adults
- Implementation of strategies and individual sessions
- Time ring fenced for provision

E.G: (Complete the action) Johnny will need to complete the planned activities for a minimum of 6 weeks or half term with the teachers ensuring praise and regular time set aside for these sessions.

Waves of intervention

CONTENTS



Wave 3 > 1:1 individualised sessions

This type of intervention has a high impact level and is used to ensure high quality personalised learning to bridge the gap in learning and raise attainment.

Wave 2 > Small group work

This type of intervention involves small targeted sessions in small groups to help boost learning in a specific area. The children can be grouped in social groups, academic groups or in mixed ability depending on the activities.

Wave 1 > Quality first teaching

This type of intervention is completed in class, by the teacher and by differentiation and adaptations in the classroom.

Interventions at Ingoldisthorp

CONTENTS

At Ingoldisthorpe Primary we pride ourselves on our provisions, interventions and support for our SEND learners. We use a variety of interventions and programmes to help all children to overcome their barriers to learning and achieve.

We may use a variety of interventions including:

Cognition & Learning

In class support
Read Write Inc
Sound Discovery
Maths Counts/
Recap sessions
Booster sessions
1:1 reading comprehension
Vocabulary Ninja
Word/Number Shark

More info

Social & Emotional

Time to talk
Thrive activities
Thrive 1:1 sessions
Social Speaking
Show and tell in classes
PSHE sessions
Lego group time
Big Blue Bubble
Yoga and relaxation

More info

Communication & Interaction

1-1 Speech and language sessions
Speech and language assessment from ECCH
Time to talk
Peer time – Lego /art
Nurture Groups
School Council
Captains/mentors

More info

Sensory & Physical

Sensory Breaks
Forest school
outdoor learning
Sand play
Role play
Soft play
Sensory activities
Yoga
Big Blue Bubble
Occupational therapy activities

More info

Cognition and learning needs

Cognition and learning refers to the thought process and thinking skills a child may have. Cognition and learning needs are on a continuum and may vary depending on the subject, time and the child. Children with learning needs may progress at a slower pace than their peers and need interventions like the ones below.

CONTENTS

All these strategies aim to improve academic achievement and progress related to learning and understanding. Some children will need top up and are able to make significant progress. If you wish to discuss any of these strategies, please contact your class teacher.

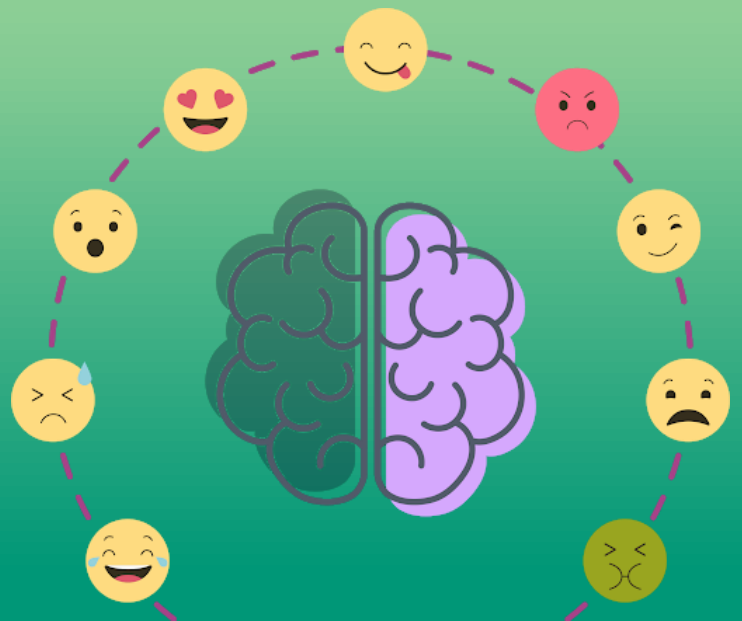
Wave 1: In class	Wave 2: Small group work	Wave 3: 1-1 sessions
• Differentiated curriculum • Specific groupings • Personalised resources • Booster club • Labelled resources • Maths resources for hands on learning • Modelling • Verbal feedback • Homework specific to difficulty • Personalised Learning • Spelling shed work • Questioning • Reading/ Spelling/ tests • Assessment data • Seating Plans • Tackling Tables daily and weekly tests • Visual aids & resources • Visual timetable • Dyslexia friendly classes • Writing frames • Support from peers • Vocabulary ninja	• Booster groups/ clubs • Maths catch up • Maths pre teach • Number shark • Word shark • Spelling shed Hive games • G&T booster sessions • Guided Groups • Memory Groups • Multi-sensory • Numicon • Nurture Group • Paired work/peer mentoring • Sound Discovery • Assessments	• 1-1 programmes • 1-1 teaching – phonics, reading, maths, writing • Building resilience work • Additional test time • Additional access arrangements • Access through technology • Catch up maths and literacy • Coloured overlays, reading rulers and exercise books • Differentiated homework • Norfolk Assessment Pathways • Pre-teaching & Over Learning • SATs arrangements • Reading comprehension work • Scribes • Educational psychologist advice • SRB input

Social and emotional needs

Social and emotional needs refer to the emotional wellbeing and ability to manage, understand and deal with our emotions in a healthy way, in a variety of situations. In children, SEMH difficulties may manifest themselves in a variety of ways, children's mental health is a key priority and is a whole school focus at Ingoldisthorpe Primary.

CONTENTS

All these strategies aim to improve emotional understanding, regulation and social interactions. Some children will need regular contact with an adult in order to understand their emotions and how to cope with them. If you wish to discuss any of these strategies, please contact your class teacher.



Wave 1: In class	Wave 2: Small group	Wave 3: 1-1 sessions
• PSHE/ RSE activities • Outdoor learning • Time in church • Attendance stickers/ certificates • Pupil of the day/ week • Sharing assemblies • Circle time • Class rules • Communication diary • House/ table team points • Parent Questionnaires • Thrive/ rainbow room • Playground Buddy benches • Pupil Questionnaires • School Council • SEAL activities/ sessions • Seating plans • Traffic Lights • Bronze, silver, gold awards KS1 • Transition activities • Use of TA • Whole school family • Yoga/ relaxation • Breathing exercises • Big blue bubble	• Breaktime play groups • Time to talk • Lego groups • Thrive group work • Newsletter groups • Cycling proficiency • Eco Team • Gardening groups • In class TA support • Librarians • Monitors/ captains • TA led sports/ activities outdoors • Forest school group • Nurture Group • Year 6 leaders • RE leaders • Small group circle time • Big blue bubble in groups • Social speaking	• Additional support for transition • Behaviour Logs • Breaktime TA • Drawing and Talking • Early Help Support • Family Support Plans (FSPs) • Nursing team • Thrive sessions 1:1 • Norfolk Steps Training • Point 1 • Reward charts • Risk assessments • Sensory Circuits • SRB referral • Work with Social Care • Zones of Regulation • WIN / PACE regulation • Time to empty bucket • Emotional release work

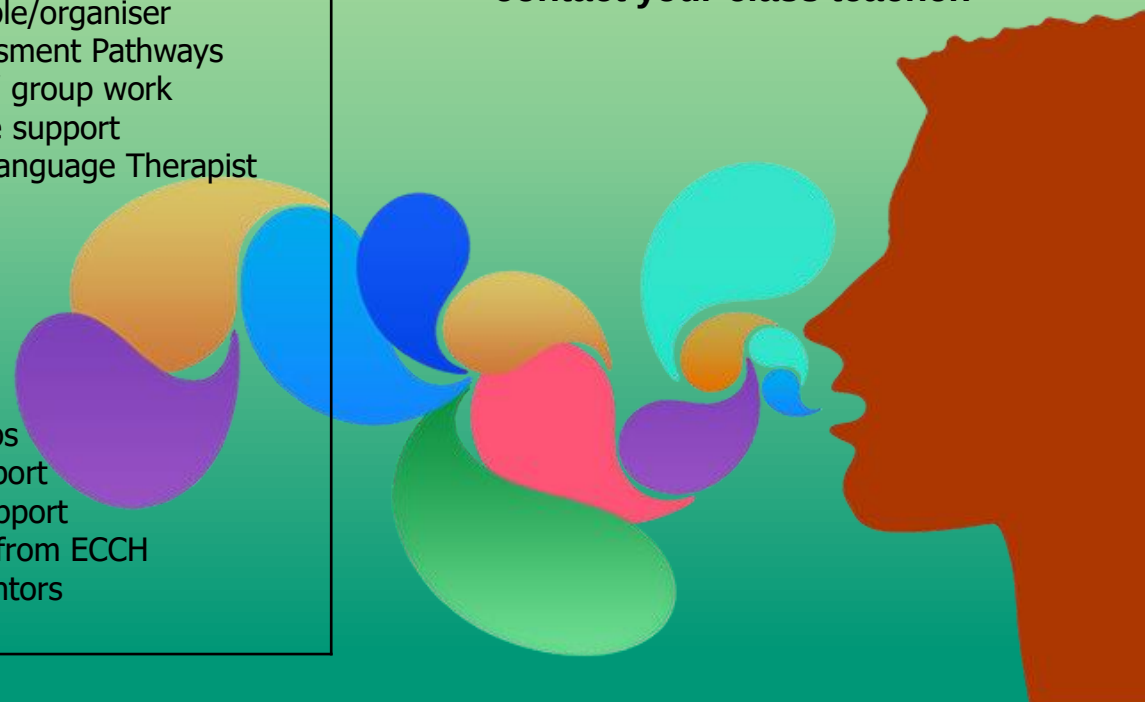
Communication and Interaction needs

Communication and interaction needs refers to children who struggle with speech and spoken language and also to those children who struggle to understand language. Children with SLCN will need regular monitoring and possibly specialist support from an SRB. However, at Ingoldisthorpe the EYFS practitioners and teachers are well trained to observe and help those with SLCN

CONTENTS

Wave 1: In class	Wave 2: Small group	Wave 3: 1-1 sessions
• Peer work • Partner chat • Circle time/ SEAL sessions • Differentiation -delivery, pace, outcome, questioning, grouping, homework • Displays – visual – symbols • Labelled resources with pictures • Verbal feedback • Processing Time • Routines • School Council meetings • Seating plans • Check in every morning • Simplified language • Use of TA • Visual timetable • Coloured whiteboards • Writing frames • Time to talk • Speech and language sessions • Forest schools	• Class laptop/ iPad time. • Clicker 8 • In class TA support • Memory work • Pre-teaching • Post lesson catch up • Quiet space for Speech therapy exercises • Reading Partners • Small group work • Speech and Language Group • Nurture groups	• Additional test time • Access arrangements • ASD support • Access through technology • Individualised timetables • Individualised work spaces • Visual timetable/organiser • Norfolk Assessment Pathways • Lego therapy/ group work • TAs lunchtime support • Speech and Language Therapist • Clicker 8 • Signing • Social stories • SRB input • Time to talk • Peer art • Nurture groups • 1:1 adult support • Lunchtime support • Assessments from ECCH • Captains/ mentors

All these strategies aim to increase children's ability to work with others, understand social interactions and communicate emotions, feelings and needs successfully. If you wish to discuss any of these strategies, please contact your class teacher.

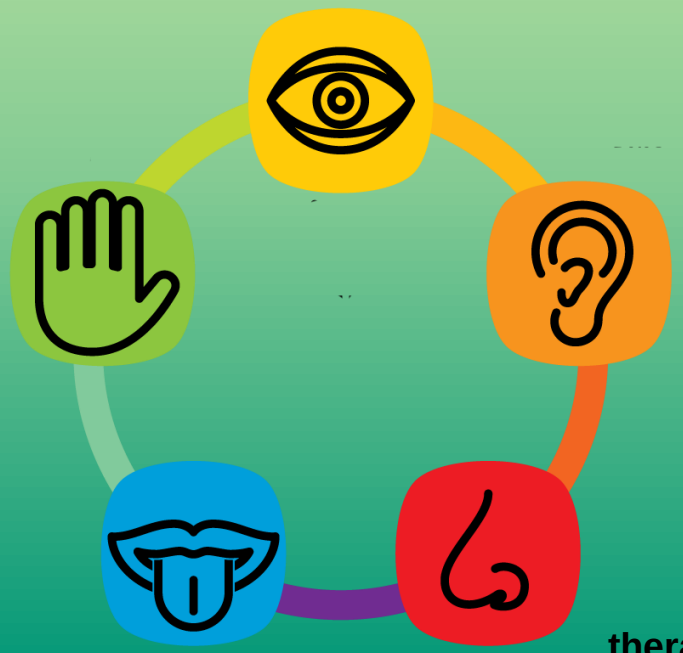


Sensory and physical needs

Sensory needs refer to the way a child understands the sensory input and how their brain interprets those senses, some children can become overloaded by sensory experiences while other may only find certain things trigger their difficulty e.g., smell only. Children with physical or sensory needs have difficulties which impact the way they experience the world. Physical needs may impact the way a child has access to the school grounds and to educational opportunities.

CONTENTS

All these strategies aim to improve interaction, discovery, motor skills, faster learning and increased awareness of surroundings. If you wish to discuss any of these strategies, please contact your class teacher.



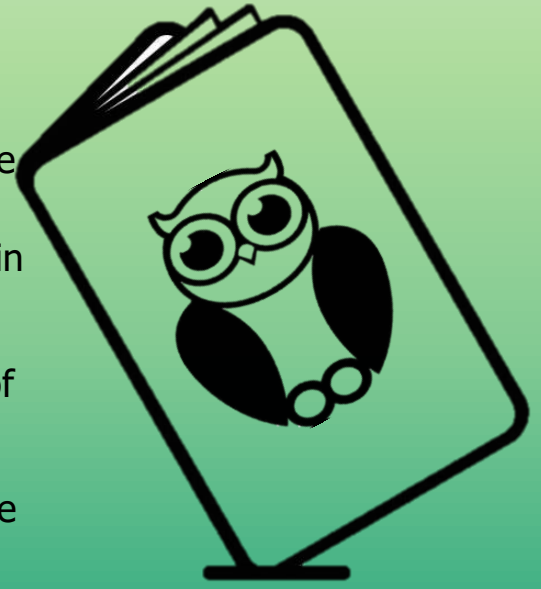
Wave 1: In class	Wave 2: Small group	Wave 3: 1-1 sessions
• Coloured whiteboard • Displays – readable font • Large copies/ modified prints • Left-handed equipment. • Left-handed seating • Matt laminates for displays • Resources in class • Seating plans – for sight, access, hearing and mobility • Water bottles on desks • Noise and behaviour management • Adapted PE sessions and access around school • Forest schools days on Wednesday • Sensory adjustments to curriculum • Adapted curriculum • Soft play • Climbing frame • Overlays, slopes, cushions • Weighted blankets • Fidget toys	• Adapted PE • Brain Gym • Breaktime peer groups • Microphones • Handwriting groups • In class TA support • Modified Sports Day • OT intervention groups • Overlays • Sensory Circuits • Soft play sessions • Sports Teams	• Access through Technology • Care plans • Coloured whiteboards, paper & exercise books • Ear defenders /sunglasses • Enlarged work • Equipment – scissors, slopes, pencils, cushions, footstools • Medical support • Modified equipment • Movement Breaks • Nursing support • Pencil Grip • Physio / OT and Sensory support advice • Screens for workstation • Radio Microphone • 1-1 support • Use of disabled toilet • Clicker 8

Sensory activities provide a non-threatening and relaxed environment to learn, enabling a therapeutic bond between staff and children. These interventions are vital for children who struggle with sensory overload, giving them time to calm and create positive experiences.

Our approach to learners with SEND

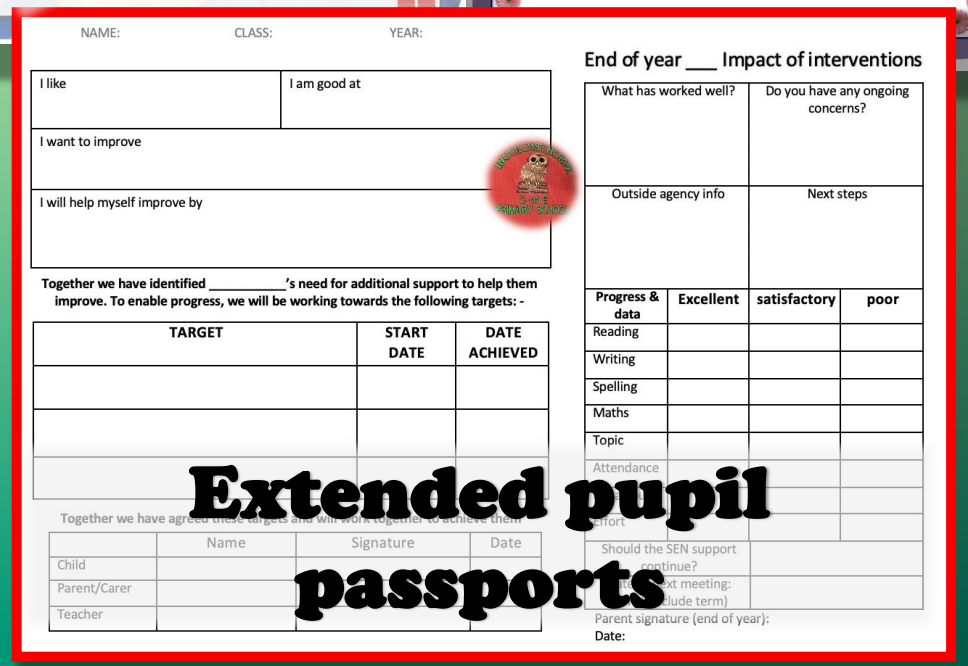
CONTENTS

- As a fully inclusive school, all pupils at Ingoldisthorpe Primary are taught in mixed age classes and are included in all school trips, visits, learning and activities. All children have access to a broad and balanced curriculum which is taught through a topic-based approach in all classes. All children experience different types of groupings depending on the activity, subject and needs of the pupils.
- Every effort is made to accommodate the learners needs within the classroom environment using approaches like differentiation, we believe this is essential to build bonds, social links and self esteem. However some children may be withdrawn from class for short periods of time for more structured interventions in a group setting or on a 1:1 basis. The aim of these short sessions is to provide the children with specialist skills and time to make accelerated progress in specific areas and achieve their potential.
- We have effective monitoring, recording and management systems in line with current guidance and the SEND code of practise.
- We strive for excellent communication between parents, students and staff. Using all voices to work together to ensure progress and the best provision for our learners. Parents are invited to complete a parent passport to recognise the unique insight into the child they hold. Pupils alike are asked to complete a pupil passport to encourage ownership over their learning and play an active role in their provision. This helps encourage a collaborative holistic approach to our learners with SEND. Some children may have an extended pupil passport (where needed and at an age-appropriate level.)
- We are committed to continued CPD and training, keeping up to date information in our policy available here.



See our parent and pupil passports

Adaptable bespoke pupil passports



Extended pupil passports

We believe pupil passports are a vital way to include children in their own provision, making sure they are a part of the process not having it placed upon them. They also help to foster a team around the child atmosphere of sharing between teachers, pupils and parents.
All information is kept securely and helps build a holistic picture of our learners with SEND.

Parent passports

Local offer (Norfolk)

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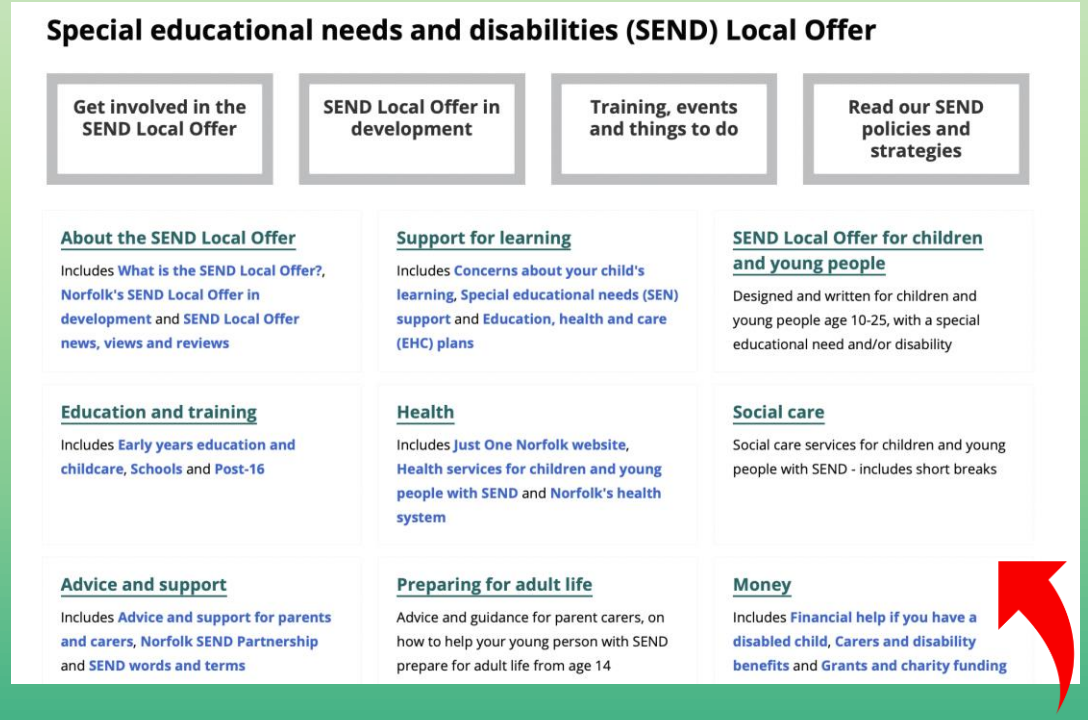
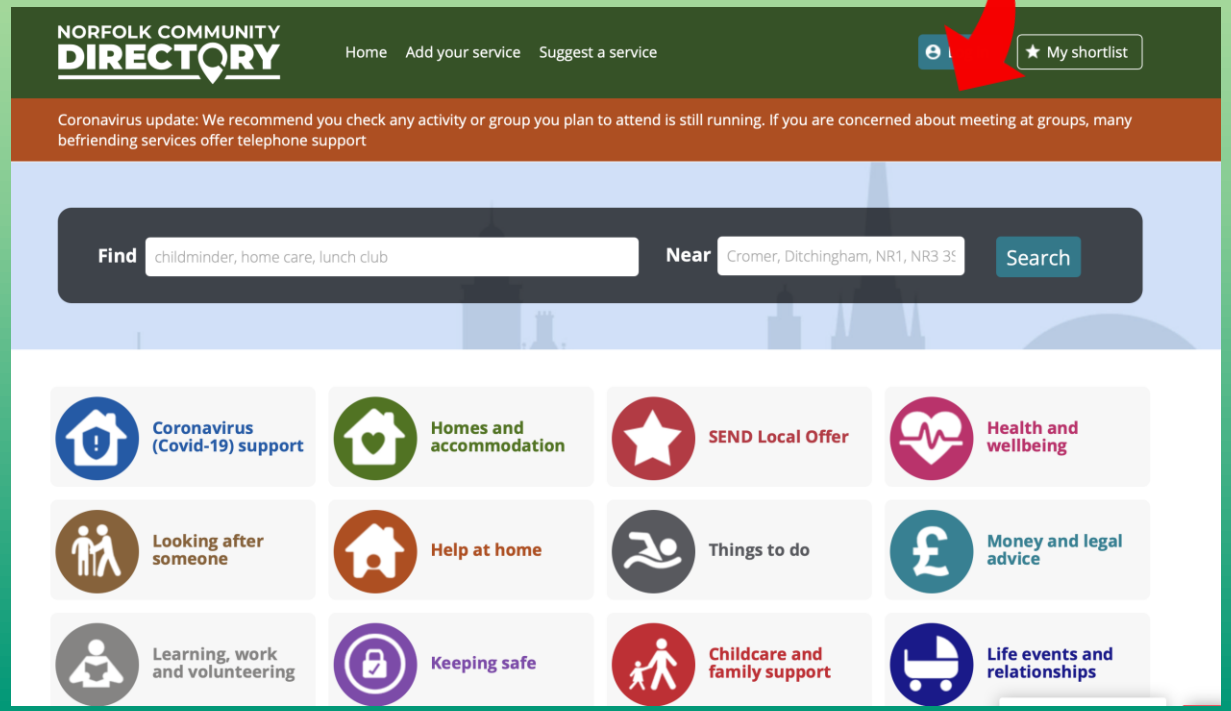


The LA SEND local offer is available to all and intends to provide clear, comprehensive, accessible and up to date information about services in Norfolk and how to access them. The local offer is developed by the community for its users and is responsive to the needs of the pupils in its care. Click the picture to go to the local offer landing page or go to https://www.norfolk.gov.uk/children-and-families/send-local-offer

Another useful website linked to the LA local offer is the Norfolk Community Directory, which contains activities, services and groups to help all of the community connect and lead active lives. It is a brilliant place for parents and children alike to research Norfolk based services and groups which could be beneficial. Click the picture to go to the directory or visit https://communitydirectory.norfolk.gov.uk



Teaching and the curriculum

CONTENTS

- Teachers adapt the work or differentiate the learning and the delivery of lessons for all learners, especially those children with SEND. Enabling all children to make progress and achieve their full potential.
- All pupils regardless of SEN are supported in their learning using a variety of interventions, differentiated work and learning style. Interventions, group work and 1:1 sessions are common practise across our school, with children and adults working collaboratively across all age groups.
- Through quality first teaching all learners with SEND are enabled to access the curriculum through;
  - **Clear instructions supported by visual aids and key word prompts**
  - **Differentiated choice of work for all learners**
  - **Modified and extension materials**
  - **Kinaesthetic activities to get hands on with learning**
  - **Technological aids such as computers, iPads, laptops, electronic readers, Dictaphones**
  - **Extra visual resources such as overlays, notes, recap sheets, spellings and multiplication grids**
  - **Dyslexia friendly texts, whiteboards and displays**

- Teachers and teaching assistants share the interventions to enable the children to have the best provision and expertise for each subject area. If you wish to discuss this with your class teacher, we have an open-door policy, they are available in the mornings before 9am and after school to talk to you. To arrange an appointment please email or call 01485 541402.

SEND awareness and Staff training

CONTENTS

At Ingoldisthorpe Primary School, we are passionate and committed to being a "family school where everyone matters." As an inclusive school, SEND takes a high priority in our school and we all strive to ensure the best education for all.

To ensure widespread SEND knowledge and the best education for all in our school we;

- Hold regular staff SEND training sessions, (click here to see training log)
- Specialist whole staff training including first aid, SLCN and Step-Up training
- Thrive workshops to ensure high quality emotional wellbeing provision from our Thrive instructor
- Hold staff workshops on different special needs areas including dyslexia, autism and separation anxiety
- Create whole school assemblies about differences, disabilities and equality linked to our British Values and our PSHE/ RSE learning
- Teach the story of 'The Prodigal Son' (Luke 15:11-32) using its teachings to foster a feeling of acceptance, kindness and love in our school
- Welcome visitors to our school who have a special educational need or disability
- Hold regular time to talk sessions in each class to discuss different needs and differences in our lives, as we believe it is vital for children to learn about and understand special educational needs and disabilities

External agencies

CONTENTS

Where appropriate children may need to be referred to external services for advice, support and guidance to ensure the best provision for each child. Referrals are usually completed by the school SENDCo or by your GP. Our school SENDCo makes sure that good bonds are fostered between our school and external agencies to receive the best advice, support and informal help possible for our learners.

External support agencies we have used include:

- Access Through Technology – (loaning technology to children who struggle to access the curriculum)
- East Coast Community Health Care Speech and Language Team (ECCH provide assessments and SLCN work)
- Nelsons Journey (supporting young people who have experience a significant bereavement in their young lives)
- Norfolk Early Help (to support families in crisis or having difficulties)
- Norfolk Educational Psychology Service (to assess and advise best practise for children struggling to access the curriculum)
- Paediatricians
- Links with the Church and our Reverend (surrounding bereavement)
- Point 1 (Just One - mental health and well being support for children)
- Mermaids UK (help for children who are struggling with their identity)
- Occupational Therapists (advice and support for children who struggle with fine or gross motor skills)
- School Nursing Team (supporting children with difficulties from bed wetting to emotional resilience to abuse)
- Virtual School Sensory Support (supporting children with sensory needs to access schools)
- Virtual school (supporting children from all different backgrounds to succeed in school)
- Special school's links (working with special schools to improve our provision)
- Reintegration into school team (helping those who have been out of school for extended periods)

These service are intended to help your child and your family to succeed.
Most are voluntary and would be referred to with parental consent.

Assessments at Ingoldisthorpe

CONTENTS

At Ingoldisthorpe Primary, we use assessments where necessary, to gain data about our learners and their progress. We may use a range of different assessments for different areas of learning. If you wish to discuss these assessments please contact your child's teacher.

- Thrive assessments (social emotional and wellbeing)
- Reception baseline assessments
- Year 1 phonics tests
- Hodder Reading tests, single word, sentence and speed read
- Salford reading tests
- Year 2 and 6 SAT tests (although all year groups have assessment weeks throughout the year)
- Year 4 times tables tests
- GL assessments
- MaLT assessments for mathematics
- Reading Now assessments
- Sandwell early numeracy assessments
- ECCH baseline assessments
- Sound discovery assessments
- Diagnostic Reading analysis
- Graded Word spelling Vernon
- NGRT assessments
- In areas where data is not easily available, feedback from teachers and TA's will be given as assessment data.

Although assessments are key to tracking progress, all staff at Ingoldisthorpe are committed to ensuring a calm and relaxed approach to tests. Children should be aware but not worried about assessments.

Within school, children and the interventions in place are monitored through provision maps. Each child has a provision map which shows the interventions, clubs, trips and visits they are accessing. To see a template provision map click here.

Provision maps

CONTENTS

Hazel Class intervention 2020-21

	8.45-9.15	9.15-9.30	9.30 -10.15	10.15-10.30	10.30-10.45	10.45-11.45	11.45-12.00	12.00-1.00	1.00-1.20	1.20-2.10	2.20-3.00
Monday											
Tuesday	R&W 10 mins	R&W 10 mins	Sound discovery 20mins								
Wednesday	R&W 10 mins	R&W 10 mins								Maths catch up 15 mins	
Thursday	R&W 10 mins	R&W 10 mins	Sound discovery 20 mins							Maths catch up 15 mins	
Friday	R&W 10 mins	R&W 10 mins	Sound discovery 20 mins	Memory games 10 mins					Speech 10 mins	Maths 20 mins	

Child Name/ description:
Class:

Wave 1: In class support
Wave 2: 1:1 individual/ group work
Wave 3: External person/ agency

- What do they do?
- Which adult do they d
- How often do they do it?
- What other children take part?
- What effect is it having?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Mornings	Daily check in JM	Daily check in JM	Daily check in JM	Daily check in JM	Daily check in JM
ernoons			Catch up Maths 15mins MM		Catch up Maths 15mins MM
fter hool					

cluded
loriah M

ildren include:

Targets:

To recognise and count numbers across 100 and simple addition and subtraction

Trips, visits and events

CONTENTS

As a fully inclusive school, all educational visits and extra curricular activities include all children in our setting. They are fully risk assessed and procedures are put in place to make sure all pupils can access the learning and experiences alongside their peers.

We are committed to making reasonable adjustments to include all pupils and with the help of parents have been able to successfully do this for all events and trips. If you have concerns about your child's trip please contact your class teacher.

All pupils are welcome at after school clubs and wrap around care from 7.30am – 5pm.

Some pupils may need additional adult support and as such school will require notice for this provision.

Our recent trips include:

Bircham Windmill
Holkham Hall
Banham Zoo
Bewilderwood
Gressenhall Farm and Workhouse
How Hill
Aylmerton Field studies centre

Our recent events include:

Sports evening
Harvest church service
Christmas Nativity
Music evening
Christmas Fayre
Mount Amelia (weekly)
Readathon days
Leavers show and services

Pupil and parent voice

CONTENTS

Where appropriate children will always be involved in decision making about their education. Children will be invited to all meetings with their parents to review their progress. We encourage children to set their own targets and to think carefully about the resources and provision which will best support their learning.

Children will also be able to complete a pupil passport all about them to find what their strengths and weaknesses are as well as what best works for them.

At Ingoldisthorpe Primary we place considerable value on the contribution of parents into the provision for their children as well as the wider school life. All staff are happy to answer questions from parents about all aspects of school life. Parents who express any concern are invited into school at the earliest opportunity to discuss their worries and find a common solution.

We believe that collaboration between staff and parents brings the best outcomes for our pupils. To ensure each child's development we work closely with parents to promote consistency, praise and a solid working relationship.

Children with severe need may have a home-school communication book for daily feedback or short morning/ afternoon check ins with parents to maintain open communication. Parents also help form working SMART targets, parent's passports and contribute to annual or termly reviews.

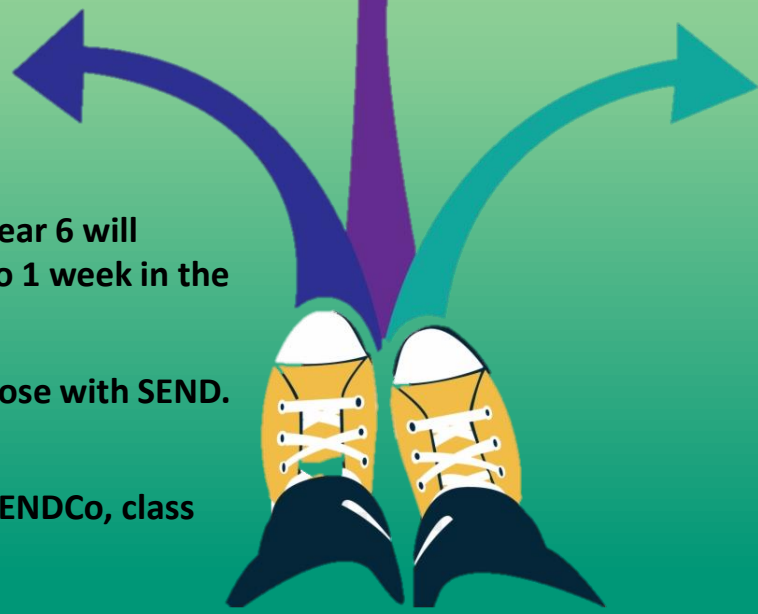
Transition (between classes and phases)

CONTENTS

Transition can be a difficult process for all children and after COVID and lockdowns, transition is a priority for the SMT at Ingoldisthorpe Primary. We have always made sure to carefully plan and think about transitions between classes, teachers, phases and between schools. At Ingoldisthorpe Primary we believe it is important for all children to meet their new teachers and get settled before the summer break, so we usually have a transition week. During this week, all children are able to find their feet in their new classes and get to know their new teacher. It is a fantastic time for all children, which reduces anxiety, worry and enables brilliant transition between classes.

<u>To aid transition we will:</u>

- Have detailed discussions with previous or future settings and schools
- Transfer reports and information to the new school
- Make sure all children , whether in between classes or phases, will spend time in their new class or schools. Year 6 will spend a designated time in their new schools. This is determined by the high schools and varies from 3 days to 1 week in the summer term.
- Apply for additional time and visits to be arranged at new settings (depending on the setting and need) for those with SEND. Our SENDCo will liaise with parents and the new school to arrange this where possible or necessary.
- Where specific needs must be considered a special meeting can be arranged involving our SENDCo, the new SENDCo, class teachers new and old, parents and if appropriate the child.



Roles and responsibilities

All staff and governors are expected to attend training and offer feedback about the school provision. SENDCo should deliver staff training as well as head teacher.

CONTENTS

- Class teacher
  - Responsible for checking and monitoring progress of the children in the class, differentiating and adapting lessons to needs of the class, writing and reviewing targets, communicating regularly with parents of SEND pupils, working with other staff to provide best education for all pupils, attend meetings and annual reviews, being mindful of children with SEND and ensuring that school policies are read, understood and adhered to.
- Teaching assistants
  - Responsible for supporting students access the curriculum, empower students, use Thrive techniques to help regulation of pupils, observe and record concerns, keep student focused and deliver small group or 1:1 interventions in conjunction with teachers.
- Governors
  - Responsible for making sure the appropriate support is in place for any child with SEND at our school, where necessary meeting with governors, SENDCo, head to discuss provision and to evaluate the effectiveness of the provision.
- SENDCo
  - Responsible for raising awareness of SEND in the school, ensuring provision is agreed and occurs at appropriate time and pace, coordinating support, monitoring progress, liaising with external agencies, keeping records, supporting children, parents and staff, liaising with other schools and providers, developing SEND policy, writing termly SEND reports for the governors and for staff meetings, running staff training and awareness sessions, updating policies and reports, communicating with parents regularly, answering queries and attending meetings. SENDCos should also be keeping up to date with current guidance, changes and updates to the local offer.
- Head teacher
  - Responsible for managing the day to day running of the school, maintaining support for SEND learners, ensuring that children's needs are met with the best provision, ensuring quality first teaching and teaching standards, keeping the governing board up to date and informed about the SEND learning and provision of the school. Although some of this is delegated the headteacher is still responsible for the educational provision of all children. Our head teacher also takes an active role with parents, meetings and with safeguarding all of our children.

To see our recent training log for all staff and stakeholder click here

Recent training

CONTENTS

- Safeguarding whole school training Sept 2020
- Norfolk SEN Now training from county Sept 2020
- NASENCo training 2020-2021
- Speech and language training November 2020
- Designated safeguarding lead training October 2020
- Family support process training November 2020
- Paediatric first aid training March 2021
- Early years adopter training March 2021
- Designated safeguarding lead supporting leaders training March 2021
- Thrive – the first 1825 days training March 2021
- Thrive – reconnecting after lockdown training April 2021
- Family support process safeguarding training April 2021
- Designated safeguarding lead network training April 2021
- Governors role in SEND May 2021
- RSE Governor training May 2021

All of this training is cascaded through the school through staff insets, governor minutes, meetings and through hand outs given to all staff, where appropriate.

EHCP (Educational Health Care Plan)

CONTENTS

https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/ehc-needs-assessment-requests

Most learners with SEND will have their needs met in school and in the classroom, however some may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make additional provision (that cannot be met within the current setting) with an Education, Health and Care Plan (EHCP). The school and SENDCo will provide the LA with all relevant reports, feedback and forms to help the process move forward, making sure to keep parents up to date and keep open lines of communication.

As of September 2014, all children on a statements were issued an EHCP. Under that guidance, all parents have the right to request the Local Authority conduct an EHC assessment. This process can take up to 24 months, in some cases less and in some substantially more.

Where a child has an Education, Health and Care Plan (EHCP), there will be an annual review meeting held in addition to the termly review meetings, finding the views of the child, their parent or carer, and all other professionals involved with the child. This meeting will often involve the EHCP coordinator, EHCP writers, social care, teachers, parents, therapists, specialists and most importantly the child (where appropriate.) Parents have the right to call a review meeting whenever they feel is necessary. Personal budgets for OT and SLCN work can also be applied for.

Index of acronyms and language

CONTENTS

- **Differentiation:** adapting the classwork to meet the needs of all learners, often in our school we have 3 levels of work for the children to choose to complete ranging from emerging to greater depth level work. All children should be able to access the work and have it at a level suitable for them. In some cases work will be enlarged, reprinted or created uniquely for the child and the need.
- **SENDCo** – the special educational needs and disabilities co-ordinator
- **SEND** – special educational need and disability
- **LA –** Local authority – Norfolk SEND department is our local authority
- **OT –** Occupational therapy/ therapist
- **EHCP –** Educational Health Care Plan – LA plan to provide education not currently provided by current setting
- **APDR** – assess, plan, do, review is a process used to set targets and measure the progress of children with a SEND
- **Interventions** – a variety of planned programmes put in place to help bridge the gap in learning for all our children with SEND

- **Monitoring list –** a list created by school of children who may have a difficulty and need to be monitored. This does not necessarily mean the child will be placed on the SEN register but needs additional support. Often children are removed from the monitoring list after interventions and in class support have helped to increase progress, achievement and confidence.
- **SEN register** – a list of children with SEND for the school to monitor closely and ensure progress is being made, including bespoke individualised curriculums, interventions and regular meetings with parents. Parents must consent to their child being named on the SEN register.
- **SLCN** – Speech, Language and communication needs, this refers to children with difficulty speaking, understanding and communicating.
- **SEMH –** Social, emotional and mental health needs, this refers to a child ability to manage and regulate their emotions on a daily and situational basis.
- **SRB** – Special resources base – a school which has a specific area dedicated to specialist provision for children, ranging from behavioural units to speech and language bases. SRB's are brilliant for helping children thrive and learn in specific targeted areas.

Contacts

If you wish to discuss your child's progress or a possible SEND provision, please firstly contact your child's class teacher by phone or email.

School telephone: 01485 541 402

CONTENTS

Reception

Acorn Class- Mrs Howarth

acorn@ingoldisthorpe.norfolk.sch.uk

Year 1

Hazel Class – Mrs MacGowan

hazel@ingoldisthorpe.norfolk.sch.uk

Year 2

Willow Class – Miss Davies

willow@ingoldisthorpe.norfolk.sch.uk

Year 3/4

Maple Class – Mr Gachowicz

maple@ingoldisthorpe.norfolk.sch.uk

Year 5/6

Oak Class – Mrs Taylor

oak@ingoldisthorpe.norfolk.sch.uk

FAQ'S

Should you need further help or advice please contact Mrs Taylor, our school SENDCo via email or our head teacher, Mr Wright via email at head@Ingoldisthorpe.norfolk.sch.uk

If you wish to make a complaint please click here to view and download our school complaint policy.

Frequently asked questions - 1

CONTENTS

How does the school know when a pupil has a learning need or difficulty?

We know pupils need additional help when a concern is raised by a teacher or parent, if limited or no progress is being made or if there is a change is the pupils' behaviour or pace of progress.

What should I do if I think my child has special educational needs?

Speak to your child's class teacher via the contact page, if you still feel you need more support contact the school SENCo (Mrs Taylor) or the headteacher.

How is the curriculum matched to my child's needs?

All class work is differentiated for all learners whether they be high attaining children or those who are lacking in confidence, there is work for all pupils. If a child is identified as having a SEN, there work will be further adapted to enable them to access the curriculum better. TA's may be allocated for intervention or short bursts of 1:1 support. Children will be given a pupil passport and all staff will be aware of the best ways to help that child. Targets will be set which all staff will work towards, some targets involve using specialist equipment such as slopes, cushions, weighted blankets, pencil grips, special scissors, fidget toys etc. Some children with very complex needs may have an individualised personal curriculum developed by parents, teachers, TA's, specialists, SENDCo's and pupils, this curriculum ensures their needs are met.

Frequently asked questions - 2

CONTENTS

How does the school support pupils transfer to and from the school?

At Ingoldisthorpe Primary School we work exceptionally hard to ensure that any transition goes smoothly for all our learners. Discussion between previous or future schools will take place to keep communication open about the needs of the child. All reports and information will be transferred. All children will have the opportunity to spend time with their new class and teacher in transition time – the length of this will depend on the schools. Additional time and visits can be arranged if needed. SENDCo's will be in good communication to make sure that all information is passed on and that the transition is seamless.

How is support organised for pupils with SEN? How does the school monitor the progress and impact of the SEN support?

Each child with SEND will have an individualised curriculum and planned differentiation by the teachers in their class. If a pupil needs extra help in specific areas of the curriculum such as spelling, phonics, reading, maths, memory etc. then the pupil will be placed in small focused groups run by teachers and teaching assistants. The length of the intervention will average 15 minutes per session and will usually continue for a minimum of 12 weeks or 1 term. The interventions will be regularly monitored using assessments, baselines and observations. On occasion a child may need additional support from a specialist – a referral can be made, advice can be received and utilised. Children may also require specialist equipment such as slopes, grips, laptops, computers, overlays or resources and these can be provided on a needs basis.

Frequently asked questions - 3

CONTENTS

How are decisions made about the amount of support my child will get?

Decisions are made in consultation with the class teacher, teaching assistants, parents, pupils, SENDCo and senior leadership. They are based upon termly tracking and concerns and as a result of assessments made by outside agencies. During school time, if concerns are identified due to lack of progress or well-being of the child, interventions will be arranged or adapted at the earliest point possible.

How does the school involve parents and carers in the planning process and target setting?

All parents are regularly contacted by teachers and the SENDCo and are actively encouraged to contribute to their child's education. This will be through conversations at parents evenings, discussions with the SMT and SENDCo, parent passports, review meetings and through communication books (where appropriate).

What expertise and training do staff have?

Throughout the school, all staff are regularly trained on safeguarding, SEND and additional training such as first aid which can benefit our SEND learners. On our staff we have adults who are trained in Thrive, sign language, physical and coordination needs support, Sound Discovery, Read 'n' Write, Occupational Therapy strategies, Speech and language strategies as well as regular teacher training to provide top up training across many areas of SEND.
For more information on recent training please see our training page.