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## **SEN Information Report for Spixworth Infant School 2019-20**

### **Part of the Norfolk Local Offer for Learners with SEN**

#### **Introduction:**

At Spixworth infant School, we are committed to working together with all members of our school community and cluster.

#### **SEN Contacts:**

SENCO: Heallen Payne (National SENCO Award 2017)  
Assistant SENCO: Lily Engall  
SEN Governor: Lily Engall  
Head of School: Denise Mattock  
Executive Head Teacher: Heidi Jordan

A link to the Norfolk Local Offer is on the school website under Key Information – SEN.

This is an SEN information report – not an SEN-D information report. The adaptations offered to disabled learners are with the schools Access Plan.

#### **Our Approach to Teaching Learners with SEN**

At Spixworth Infant school 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 school 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 school. For more information on our approach please see our teaching and learning policy.

Our School Development and Improvement Plan is about developing learning for all and details plans for continued professional development (CPD) opportunities for all staff. Please see our SDIP for more information.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

### What is SEN?

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 them. A child of compulsory school 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 schools or mainstream post-16 institutions.”**

All of our children are unique and interpret things in different ways. Some may need work that is ‘additional to’ and ‘different from’ the work planned by the teacher in order to achieve their full potential. These are the children we identify as having a SEN need. For the current school year, we have 12.7% (15 pupils out of 118 on our current school register) of children identified as having SEN. NB: This figure does not account for the emerging needs of some pupils who are new to the school.

There are four main barriers to learning experienced by children with SEN at school. They are:

- **Cognition and Learning**
  - For example, children may for example experience difficulties generally keeping up with lessons or making progress in reading, writing or maths.
- **Communication and Interaction**
  - For example, children may find it hard to understand language, make letter sounds, have trouble expressing themselves or find it hard to play or work with their friends.
- **Social, Emotional and Mental Health**
  - For example, they may be struggling with anxiety or depression, they may be finding it hard to deal with the loss of a significant adult in their life or they may be finding it hard to mix with others.
- **Physical Needs**
  - For example, a visual or hearing impairment, a physical disability or a medical condition which means they need support to access learning.

These difficulties can be barriers to learning. As a school, we assess **all** children to identify their strengths and needs and how we can best support them.

Our SEN profile for the beginning of the Autumn term 2020 is as follows:

14% of children identified as having SEN. This does not include new pupils in reception.

1.7% have an Education, Health and Care Plan.

6.8% of children are identified as having SEN linked to Communication and Interaction.

1.7% of children are identified as having SEN linked to Social, Emotional and Mental Health.

206% of children are identified as having SEND linked to Physical and/or Sensory needs.

0.8% of children are identified as having SEN linked to Cognition and Learning, currently.

Some children fit in to more than one category as they may have more than one area of need.

## What is SEN Support?

SEN support describes the additional help that assists children to access the curriculum.

This might include:

- Extra help in the classroom
- Small group or one-to-one learning
- Support from specialists such as speech and language therapists

We will work with you, as parents, when agreeing what support we will provide and what it will achieve through our cycle of Assess, Plan, Do, Review – actions are recorded in a Learning Support Plan.

This year, despite COVID restrictions, we are still able to offer some specific interventions such as ELSA (Emotional Literacy Support) sessions and Lego Therapy. All staff regularly use wishes and Feelings activities with pupils. Wishes and Feelings work can be undertaken for many reasons such as those who are feeling unhappy, in need of support with friends or self-esteem, or are suffering from the loss of a significant person in their life. If a child needs support and time to talk and explore feelings, we try our best to listen and support them.

The actual support received will vary according to the needs of your child. Everyone who is identified as having SEN is entitled to support that is ‘additional to or different from’ what normally happens in the classroom.

Our Medical Conditions Policy has more information about how we support children with medical needs at Spixworth Infant School.

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2011 detail the expectations on all teachers, and we at Spixworth Infants are proud of our Teachers and their development.

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

- Visual timetables
- Writing frames
- ipads or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Small group tasks
- 1-2-1 support

Each learner identified as having SEN, 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 Spixworth Infant School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Tapestry it used across the school to inform parents about the learning that is happening in the classroom, share successes and share positive news.

We employ well trained Teaching Assistants and Higher Level Teaching Assistants who deliver interventions to support learning at Spixworth Infant School.



Willow Room: at Spixworth we use an additional classroom as a nurture room and intervention base. Willow Room allows us to provide a flexible, individualised timetable and curriculum; within a nurturing, holistic learning environment. Timetabling, learning outcomes and interventions are overseen by the SENDCO and Head of School. Due to COVID restrictions, we are unable to offer this provision at this point in time; this will be reviewed each time national guidelines change.

At Spixworth Infant School we share SEN information with the Sprowston Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Individual children's names are never used.

Our SEN work is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school. Regular meetings are held with the Governor responsible for SEN.

#### [How are children's SEN needs identified?](#)

- Meetings between staff from previous schools
- Discussions with parents / carers
- Concerns raised by parents / carers
- Concerns raised by staff
- Your child is not making as much progress as we expect them to
- Medical diagnosis made by Health Care professionals

#### [How can I raise a concern about my child?](#)

- Firstly, arrange to see your class teacher to talk through your concerns
- If appropriate, your class teacher will begin a cycle of assess, plan, do and review to being to address any identified barriers to learning – this may be done in partnership with the school SENCO.
- If you have any questions following your meeting with the class teacher ring the school office and leave a message asking for the SENCO to call you back.

### **Listening to your child's views:**

- Wherever possible, children are involved in their own target setting.
- The governors carry out regular surveys that include finding out about attitudes to learning and children's worries.
- Traditionally the school council meets regularly; again this has been affected by COVID but we are hopeful it will soon be up and running as a virtual council
- Staff meet with all pupils to find out what pupils think about their learning in school; this is shared with parents at parent evenings.
- The school has an anti-bullying policy and takes part in the national anti-bullying week.
- We use Child Whispering to help pupils develop emotional literacy by becoming more confident and resilient as well as being able to effectively and safely express their emotions.
- Assemblies help pupils to explore the world in which they live.

### **How are children with SEN assessed at Spixworth Infant School?**

We have a range of assessment tools available, which include diagnostic tests for reading, spelling, working memory, logic and self-esteem. For example:

- WellComm: for investigating speech, language and understanding
- British Picture Vocabulary Scale (BPVS): To assess understanding of receptive language, that is, how much they understand of vocabulary they hear
- Neurodiversity checklist: for recognising elements of a range of specific learning needs to help decide which areas to focus support on
- Dyslexia Portfolio: this test identifies areas of difficulty in literacy learning, for example: phonological awareness, memory and processing
- Sandwell Early Numeracy Test: for identifying specific areas of number which need to be developed

The SENCO has achieved the National SENCO award (2017) and all staff receive regular training up-dates according to the needs of pupils.

The SENCO has also successfully completed the Certificate of Competence in Educational Testing (2019) and is registered with the British Psychological Society.

### **During the last academic year, various Spixworth Infant School staff accessed the following training related to additional needs:**

- Neurodiversity
- Child Whispering
- Step On
- Dyslexia Awareness
- Autistic Spectrum Disorder
- ELSA (Emotional Literacy Support Assistance)
- SENCO National Award – Ongoing for the Assistant SENCO
- Girls on the Spectrum
- Gardening for Children with SEND
- Lego Therapy Course
- SALT (speech and language) Twilight Training

### **Specialist services that can support the school in collaboration with parents:**

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website. We access services including:

- Educational Psychologists to help us understand and support the needs of learners at our school – this work is bespoke to specific children and is provided as needed.
- School Nursing Team
- Speech and Language Therapists
- Norfolk Early Help
- S2S – School to School Support

The school employs an Educational Psychologist at least three times a year to complete individual assessments.

The Norfolk EastCoast Speech and Language Therapy team can also be referred to as required.

### **Sharing good practice across the cluster:**

We share our provision mapping with colleagues in the Sprowston Cluster so that we can learn from each other. Our cluster has 15 schools within it. We are also able to promote consistent practice across the 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 school. Termly informal reports for SEN are presented to the Governing Body, an annual SEN report is formally presented to the Governing Body in the summer term.

### **How do we know if our support is effective?**

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model from the Code of Practice and ensure that parents/carers and children are involved in each step. A baseline will be recorded and will be used to review the impact of work undertaken to help reduce an identified barrier to learning. A baseline will also be recorded, which can be used to compare the impact of the provision.

This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where all involved will discuss progress and next steps to be taken. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHC plan will be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Successful interventions are shared with the Sprowston Cluster so all SENCO's in our cluster are able to select high quality provision.

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

When looking at the progress made by children with SEN we may look at:

- How we are able to help them access the full curriculum
- Improvement in self-help and independence
- Improvement in social or personal skills
- Improvement in learning behaviours e.g. being willing / ready to learn

- Reducing or closing the attainment gap between the child and their peers
- Preventing the attainment gap from becoming wider
- Comparing progress against pupils with a similar baseline
- How progress for the child measures against progress the child has made in previous year

### Other Opportunities for Learning

As part of our curriculum we also offer an Enrichment afternoon where all learners engage in holistic learning. Sessions include Forest School, Mandarin, cookery, mindfulness and yoga.

All learners should have the same opportunity to access extra curricular activities. At Spixworth Infant School we are offering a range of additional clubs and activities for children in Reception, Year 1 and 2, including cookery, craft, yoga and karate.

Children at Spixworth Infant School also go to a number of clubs outside school; currently these provisions have been impacted by Covid. The school council surveyed the children and the types of clubs they go to. These can be found below:

- Beavers
- Rainbows
- Horse riding
- Swimming
- Football
- Gymnastics
- Dance

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

All staff at Spixworth Infant school are aware of the Equality Act 2010. This legislation places specific duties on 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 210 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

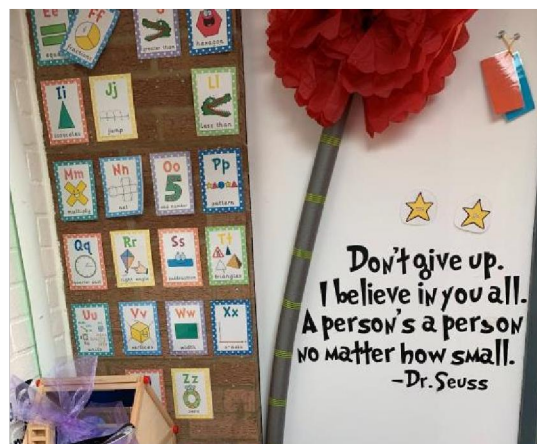
At Spixworth Infant School we recognise that children with SEND can be more likely to experience bullying. We also recognise that all children need support to develop their Personal, Social and Emotional skills.

Our curriculum has a clear emphasis on developing the whole child and is proactive in preventing bullying through:

- School Core Values: Safety, Teamwork, Achievement, Respect, Stimulating



- Child Whispering (a whole school approach to developing a vocabulary around emotions)
- Anti-bullying Policy
- PSHE curriculum three themes: Health and Wellbeing; Relationships; Living in the Wider World
- Philosophy sessions (weekly)
- Learning Circles (children supporting each other to develop a growth mindset)
- Assembly content
- School Council including UN Rights of the Child work
- Mental Health awareness week
- Anti-bullying week
- Buddies (specifically used to support transition between schools)
- High level adult support where a need is identified



### Accessibility in the school environment:

- Work will soon begin on the car park to mark out a designated disabled parking bay
- The school is on one level and is wheelchair accessible
- There is a toilet with disabled access
- The medical room is accessible
- Modifications can and have been made according to need



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

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Spixworth Infant School 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 SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to junior schools will be discussed in the summer term of their Year 1, to ensure time for planning and preparation.

### **Funding for SEN:**

Spixworth Infant School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in a SEN memorandum. The notional amount of funding we received for 2020-21 is £29,778.

Schools are also able to apply to the Local Authority for 'top up' funding for learners who require support which exceeds that available to the school. The High Needs Top-Up Funding for 2020-21 is £14,149.

Spixworth Infant School is part of the Sprowston Cluster, which is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. The Cluster has a SEN policy.

### **Have your say:**

Spixworth Infant School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN information report summarises our annual offer to learners with SEN. Please engage with our annual process to 'assess, plan, do and review' provision for your child.

We welcome and encourage your feedback and future involvement in the review of this Information Report. Our annual review of this report will begin to take place in the Summer Term. If you want to take part, please telephone or email the office: 01603 898483 [office@spixworth.norfolk.sch.uk](mailto:office@spixworth.norfolk.sch.uk)  
We do of course welcome feedback at any time during the academic year via the school office.

### **Complaints Procedure:**

If you have any concerns about the SEN provision made at our school then please contact you child's class teacher in the first instance. After this initial contact it may be appropriate to arrange to discuss the issue with the SENCO, Head of School, Executive Head Teacher or SEN Governor. The policy for making a formal complaint can be found on our website.

### **Useful Links:**

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

[www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk)

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

<https://www.legislation.gov.uk/ukpga/2010/15/contents> (Equality Act 2010)

<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

East Coast Speech and Language Therapy:

<https://salt.ecch.org/>

Parent Advice Line: 01502 719830 (Wednesday 1-3pm)

Just One Number: Children and young people's health services

<https://www.justonenorfolk.nhs.uk/>

0300 300 0123

Norfolk Early Help:

<https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

Early help and family support.

Point 1:

<https://point-1.org.uk/>

Emotional wellbeing for infants, children and young people in Norfolk.

Information is also available on our school website:

[http://www.spixworth.norfolk.sch.uk/key-](http://www.spixworth.norfolk.sch.uk/key-information/send/?doing_wp_cron=1604243520.3635659217834472656250)

[information/send/?doing\\_wp\\_cron=1604243520.3635659217834472656250](http://www.spixworth.norfolk.sch.uk/key-information/send/?doing_wp_cron=1604243520.3635659217834472656250)

**Written: November 2020**

Parents, Governors and staff have worked collaboratively on this document.

**To be reviewed: November 2021**