



## **Special Educational Needs (SEN) Information Report for Spixworth Infant School 2023 - 2024**

### **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)
Cluster SENCO:	Heallen Payne
SEN Governor:	Martyne Ellison
Head of School:	Nicola Owen
Executive Head Teacher:	Heidi Jordan
School office:	<a href="mailto:office@spixworth.norfolk.sch.uk">office@spixworth.norfolk.sch.uk</a>
Phone Number:	01603 898483

A link to the Norfolk Local Offer is on the school website under Key Information – SEN. **This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.**

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

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

**This Information Report was written in October 2023**

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

**To be reviewed: October 2024**

## **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. Further details about our admissions policy can be found [here](#).

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 Improvement and Development Plan (SIDP) 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 about our current priorities.

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.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Information within this report links to our school's [SEN Policy](#).

## **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.”**

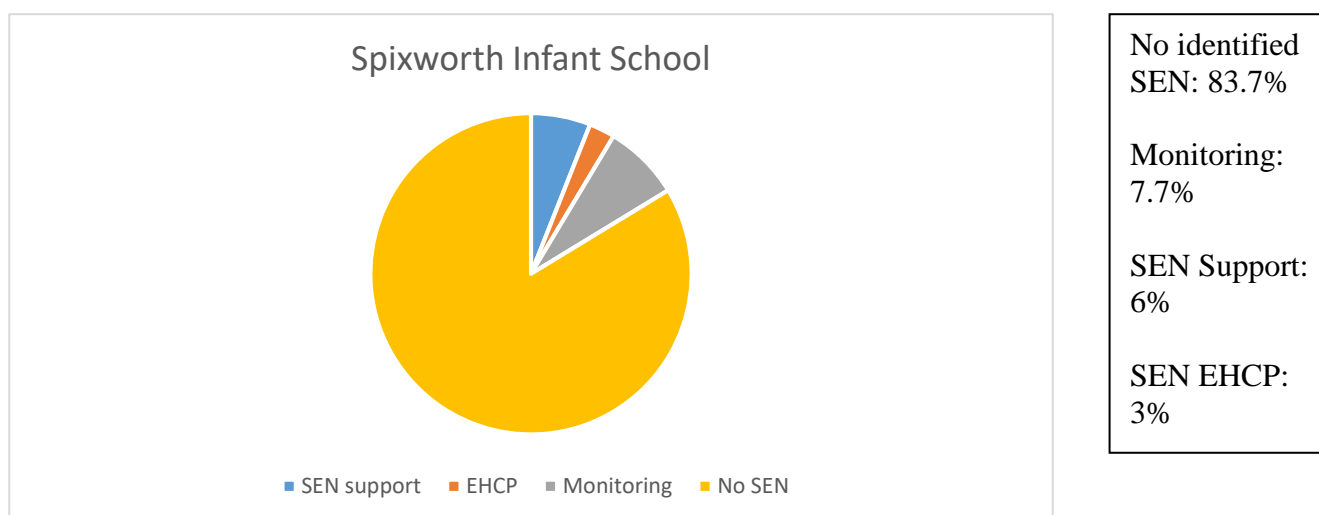
All of our children are unique and interpret things in different ways. Some may need work that is 'additional to' and 'different from' the work planned by the teacher in order to achieve their full potential. These are the children we identify as having a SEN need.

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

- **Cognition and Learning**
  - For example, children may 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.

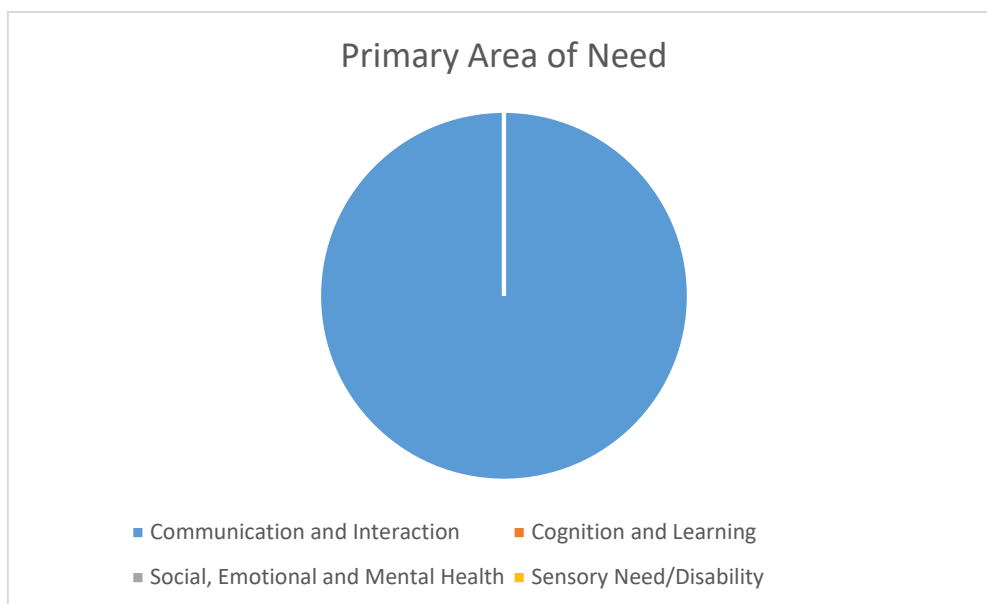
Our SEN profile for the beginning of the **autumn term 2023** is as follows:



The National Figure for SEND is 16.5 %

The Figure for EHCP is 4.3%

## What are the Primary SEN needs of pupils at our school on the SEN Record in September 2023?



### What is SEN Support?

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

This includes:

- A carefully designed curriculum that builds upon prior learning and explaining what is coming next
- Staff checking children understand what is being taught, including through the use of spaced retrieval tasks
- Extra help in the classroom to start on tasks and access resources
- Instructions being given in small chunks and being scribed or repeated
- Staff checking specific children know what they are doing within the lesson
- Staff checking children know what is expected from them
- Small group or one-to-one learning
- Keep Up or Catch Up sessions
- Support from specialists such as speech and language therapists

We make the following adaptations to ensure all children's needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to meet the needs of the children to provide emotional and academic support.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using technology to make the curriculum more accessible e.g. using talking tins, speech to text on i-pads, using photos as memory joggers.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Supporting children to transition from one activity to another e.g. using now/next boards, timers, giving 5 minute warnings.

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. (Appendix A)

A glossary of terms used across Norfolk when referring to SEN needs can be found [here](#).

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 – we will feedback to you the information your child has shared with us. We are also able to offer some specific interventions such as ELSA (Emotional Literacy Support) sessions and Lego Therapy

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. If needed, we will work closely with families and the Inclusion Team to create bespoke re-integration plans that support pupils to re-join mainstream education over a period of 6 weeks. We are also in the fortunate position of being able to offer your child pastoral support and Mrs Kidd, our Family Support Advisor (FSA) is also on hand to help and support families.

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 so the information in the lesson is accessible to your child. This might include using:

- Visual timetables
- Writing frames
- Coloured Overlays
- Specific resources such as manipulatives e.g. Numicon
- I-pads or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Small group tasks
- 1-2-1 support when needed
- Withdrawing 1-2-1 support where appropriate to help develop independence
- Breaking activities down into smaller steps
- Adjusting seating positions in the classroom to support learning
- Adapting the curriculum content to meet the needs of your child
- Working with the SENCO to submit funding applications for adult support or to access specific resources
- Working in classes with a maximum size of 30 children
- Working with you to make any necessary Standard Assessment Tests (SATs) access arrangements

Each learner identified as having SEN, is entitled to support that is ‘additional to or different from’ our normal curriculum offer. 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 that has been identified. This support is described on a provision map (appendix B), 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 is 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. This academic year we have invested in training for the whole Teaching Assistant team to enable them to effectively facilitate the learning of SEND pupils across the curriculum. During the training they will understand how SEND barriers to learning are manifested and strategies to use when working with SEND pupils to maximise their learning.

We are also in the fortunate position of being able to have access to a Family Support Advisor, Juliette Kidd, across the Spixworth Federation.

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 SENCo and Head of School. How we use this room varies according to the needs of the children in our care.



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 when information about our offer at Spixworth Infant school is discussed.

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 help to share information and concerns
- 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
- A medical diagnosis is made by Health Care professionals – where this is the case we follow the advice from medical teams to offer support and follow guidance from within our policy [Supporting Pupils with Medical Conditions](#)
- Your child may have an Education Health Care Plan (EHCP)

### **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 begin 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.
- Every child on our SEN record works with an adult to create a one-page profile which is used to explore strengths and areas for development; it forms the front page of the learning support plan.
- The governors carry out regular surveys that include finding out about attitudes to learning and children's worries.
- The school council meets regularly and shares views, opinions and decisions with the staff team.
- 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 a Smile Project and Child Whispering as part of our PSHE curriculum 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.
- We are a Silver Rights Respecting School which means we actively teach children about their rights and the rights of others, we are currently working towards our Gold Award.
- We actively encourage all members of our community to embrace [our school values](#).

### **Listening to your views:**

- You can communicate with your child's class teacher on a daily basis when dropping them off in the morning or when collecting at the end of the day.
- You can call into the office, leave a phone message or send an email asking for the class teacher or SENCO to meet with you either formally or informally.
- You can contact the school office and arrange to meet with our governor for SEN.
- You can call in for a chat during 'book look' sessions which now take place in the week before your child's progress meeting.
- You can explore what is going well for your child and what could be even better for them at your child's progress meeting.
- You can respond to parent questionnaires which are sent out annually.

- At each progress meeting you will work with the class teacher to review your child's Learning Support Plan (LSP).  
LSPs are not permanent. Children who, over time, may not need adaptations or support that is additional to or different from their peers will, in consultation with their parent/carer, be removed from our SEN record.
- You can attend parent/carer SENCO drop-in meetings for a cup of tea and a catch up.
- You can arrange to talk with our parent governors – Zara Gale and Esther Heybourne  
Your views are important and are used to help inform policies and reports.

### **Social Emotional and Mental Health:**

Where a child is struggling with social, emotional or mental health we may support them in school with ELSA sessions, Lego Therapy or small group nurturing activities. If we feel more specialist support is needed, we will work with you to access external support services such as Just One Norfolk or Supporting Smiles (previously called Point One). You can find out more about these services later in this document in the section which details the services we can access.

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

The senior leadership team and subject leaders monitor the progress of pupils through monitoring days, staff and pupil surveys and by working with the school council.

We hold four progress meetings with children and parents/carers throughout the year and this information is used to form the basis of the end of year report. During these meetings Learning Support Plans are reviewed as part of the Assess, plan, do and review cycle, and new targets are agreed.

Staff teams meet with the Head of School and SENCO at least 3 times a year to discuss general progress. Assessment data is collected and stored on a Pupil Asset system which helps staff track progress, spot any unexpected results and work to address them, as well as tracking pupils who may have other things that may be affecting their learning such as having English as a second language – we call this intersectionality. Intersectionality is where we are looking at things which may overlap to create a disadvantage.

Benchmarking helps us to consider how to use our resources to support high-quality teaching and the best education outcomes for your pupils. Benchmarking helps us to connect with other schools or trusts to discuss challenges and successes. To find out how we compare to other school please click [here](#).

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

Whenever we are looking at the needs of a young person in our care and consider what we can do to support them we refer to the [Norfolk Provision Expected at School Support \(PEASS\) documents](#).



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 for administering testing and screeners with the British Psychological Society.

### **Our approach to teaching learners with SEN:**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We can also provide the following interventions:

#### **Communication and Interaction:**

- **Attention Autism**

This aims to engage attention, improve attention, develop shared enjoyment in group activities, increase attention in adult-led activities, encourage spontaneous interaction in a natural group setting, increase verbal and nonverbal communication and build wealth and depth of vocabulary through 4 stages of learning: the Bucket, The Attention Builder, Turn Taking and Re-engaging, Shifting and re-engaging.

- **Talk Boost**

This is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes.

- **ELKLAN**

This is designed for pupils aged 5- 11 years for developing speech and language skills using Blank Level Questioning. Level 1: naming things. Level 2: describing things - Who? What? Where? Level 3: talking about stories and events. Level 4: solving problems and answering why?

#### **Cognition and Learning:**

- **Number Masters**

This is used to develop number mastery and fluency in small groups. It is designed to improve automatic and retrieval of facts through varied activities and manipulation of practical equipment.

#### **Social, Emotional and Mental Health:**

- **ELSA (Emotional Literacy Support)**

This helps children understand and cope with feelings of self and others, developing self-esteem and positive interactions, helping children be in the right place to focus on their learning.

- **Lego Therapy**

This is a social development program that uses LEGO® activities to support the development of a wide range of social skills. It promotes social interaction, turn-taking skills, sharing, negotiating, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.

#### **Physical and Sensory Need:**

- **Speech and Language**

We have internally developed resources which we can use, we also work closely with Speech and Language Therapists to ensure pupils receive the support they need.

- **Sensory Circuits**

Depending on the need of the child, we develop indoor and/or outdoor sensory circuits using a range of activities and physical apparatus.

- **ATT – Access Through Technology**

Where there is an official diagnosis that affects a child’s ability to write we are able to access Local Authority support to help your child use technology effectively to access the curriculum.

- **Occupational Therapy**

When recommendations are made by the Occupational Therapy Team we try our best to carry them out. We are also able to make referrals into this service.

Where pupils do not make progress despite support being put in place, interventions being followed and cycles of Assess, Plan, Do and Review being shared we will work with you to explore the benefits of an [Education Health Care Plan \(EHCP\) application](#).

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

<b>Training:</b>	<b>Staff:</b>
Mental Wellbeing in Young People	All staff
Epilepsy Awareness Training – Sept 22	Miss Redgrave, Mrs Hill, Miss Engledow, Miss Newstead, Miss Owen, Mrs Russell, Ms Jordan, Mrs Payne
Epilepsy Medication Training – Sept 22	Miss Newstead, Miss Engledow, Miss Redgrave, Mrs Hill
Step On Training	All Staff
Diabetes Training – Sept 22	Mr Puddifoot, Mrs Hockin, Miss Owen
Management of Gastrostomy devices in children – Sept 22	Mrs Hockin, Mrs Jackson, Mrs To, Mr Puddifoot
SALT - Supporting Vocabulary	Mrs Whiles, Mrs Hockin
Intran Briefing	Mrs Payne
Willow Tree Senco Network	Mrs Payne
LA SEN Forum Meetings	Mrs Payne

VNET Supporting Teaching Assistant Expertise	All teaching assistants
SALT Phonological Awareness	Mrs Hockin
SALT - Supporting Stammering	Mrs Hockin, Mr Puddifoot
SALT - Speech Sounds	Mrs Hockin
SALT - Supporting Early Communication	Mrs Hockin, Mr Puddifoot
SALT - Extra Help for Early Communication	Mrs Hockin, Mr Puddifoot
Understanding Dyslexia	Mrs Hockin
Dyslexia Outreach Vocabulary Training	Mrs Hockin
Dyslexia Outreach KS2 Writing Training	Mrs Hockin
Dyslexia Outreach: Dyslexia and Reading	Mrs Hockin
Dyslexia Outreach: Spelling	Mrs Hockin
Dyslexia Outreach: Numeracy	Mrs Hockin
Dyslexia Outreach: Memory	Mrs Hockin
Dyslexia Outreach: How to encourage independent working	Mrs Hockin
IMP - LA INDES Moderation Panel (Feb, May)	Mrs Payne
Medical Needs Twilight	Mrs Payne
Quality of Education Series - SEND by VNET	Mrs Payne
Element 3 Funding Workshop	Mrs Payne

Please view Appendix C for training accessed 2020/21 and 2022/22

**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.
- School Nursing Team
- Speech and Language Therapists
- ATT – Access Through Technology
- Norfolk Early Help
- Supporting Smiles – Previously named Point One (Mental Health)
- CAMHS (Child and Adolescent Mental Health Service)
- S2S – School to School Support
- Autism Spectrum Disorder (ASD) Advanced Skills Team (AST)
- The Inclusion Team
- Diabetic Nursing Team
- Norfolk Just One Number
- Sensory Support Team
- Step On/ Step Up – behaviour support
- The Norfolk Local Offer website

**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, this is used to review the impact of work undertaken to help reduce an identified barrier to learning and to monitor the impact of the provision.

We evaluate the effectiveness of provision for pupils with SEN by:  
Reviewing pupils’ individual progress towards their goals each term  
Reviewing the impact of interventions at least termly

Using pupil questionnaires

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

Reviews 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 years.

### **Other Opportunities for Learning**

We are committed to supporting children to reach their potential. When needed we allow children to attend therapies which may take place off-site such as play therapy or SENSI therapy. We work hard with parents/carers and agencies to ensure pupils have the practical equipment they need such as clear signage; chairs provided by occupational health; rails, edges and curbs being marked and lighting being diffused.

As part of our curriculum we have also offer an Enrichment afternoons and clubs where all learners engage in holistic learning. Sessions include Forest School, French, Well-being, First Aid, Makaton, Engineering and Spanish.

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, such as football, dance, forest schools, netball, art and multi-sports.

Children at Spixworth Infant School also go to a number of clubs outside school. 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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head of School 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. Please follow the link [here](#) to view our Federation Equality Objectives and Statement.

At Spixworth Infant School we recognise that children with SEN 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:

- Our school Values:

Our **community** supports our children to accept new challenges and be resilient in the face of adversity; to have humour, a willingness to laugh and be graceful in difficult situations.

We will open doors to opportunity and eyes to possibility – unlocking curious minds with knowledge that will allow our children to achieve **excellence** and realise their ambitions.

We proudly insist upon **respect** for all as we walk with every child to seize their best **adventure**.

We do this because we **CARE**.



- 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 behaviours for learning)
- 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 has been undertaken 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 such as painted curbs, the use of large print, using chairs provided by the occupational therapy service

You can view our accessibility policy [here](#).

You can view our accessibility plan [here](#).

Other important policies which help all students access school, be included and be protected are our [Safeguarding Policy](#) and our [Behaviour Policy](#).

[Norfolk SEND Youth Forum](#) is a new opportunity for young people to share their experiences and work together to improve services for young people with Special Educational Needs and Disabilities.

### **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.

The SENCO for the Infant School, Heallen Payne, is also the SENCO across the Federation, this provides consistency with the Federation and ensures the needs of your child are clearly communicated from one setting to the next.

Our staff make contact with previous settings to find out more about the children joining our school so we can offer the right support as soon as possible. One-page profiles are used to help all staff gain an understanding of how our young people would like to be supported.

On our website you will find welcome videos, a tour of the school, class transition booklets and links to external support. You can access our transition information [here](#).

Once you decide you would like your child to join our school they will be invited to transition meetings and activities before the school year starts. Once school has started you will be invited to drop-in sessions with the class teacher and SENCO. We hold pupil review meetings at the end of September to discuss how your child is settling in and how they are coping with the socialising, the curriculum work and the setting.

### **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 – you can view our budget share [here](#). The notional amount of funding we received for 2022-2023 was £31,848

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. Pupils with an Educational Health Care Plan (EHCP) are given additional funding to support the provision they need, in 2022-2023 we received £5,055 for pupils with an EHCP. We no longer receive cluster funding, in 2022-2023 we received an additional £29,270 in Top-Up Funding. It is also possible to apply to the Local Authority for additional high-needs funding – this is agreed and allocated on a case by case basis. In 2022-2023 we received £61,752 in exceptional needs funding.

The funding we received last year, **2022 – 2023**, was put towards funding the following support for pupils:

<b>Provision/Interventions (list does not include items funded from exceptional circumstances funding)</b>
Y2 Maths and English catch up
Phonics phase 4 and 5 intervention Y2
NELI - reception
Attention Autism - Reception
SALT - Reception
Number masters Y1/2
SALT Y2



Fine motor skills Y2
Bucket Time Y1
Phonics catch up, letter formation Y1
SALT Y1
Fine motor skills Reception/Y1
ELSA (Emotional Literacy Support Assistant)
1-2-1 SEN LSA (part funded exceptional circumstances)
1-2-1 SEN LSA
Attention Autism Training
PECs training (Picture Exchange Communication System)
1-2-1 MSA
S2S (School-2-School Support)
Educational Psychologist package
ELSA staff supervision sessions
Sensory toys and sensory learning aids
ELSA Training

Our SEN funding allocation for 2023-2024 is £30,010. For our anticipated provision map for this academic year please see Appendix B.

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 Handbook](#) containing useful information.

### **What other services do we access?**

With the support of the governing body, the SENCO and Senior Leadership Team (SLT) work with staff across the school, parents/carers and children to access external support and expertise to ensure we can support children with a special educational need and their families. Examples of services we can access are listed below:

#### **Education Services:**

- Virtual School SEND - for advice, support and resources, they champion children with SEN.
- Virtual School Sensory Support - support to children who suffer sensory loss, their families and school.
- Virtual School Looked After Children - supporting children to thrive no matter where they are placed.
- Educational Psychology Specialist Support - helping to identify and assess difficulties/barriers and providing support to overcome them.
- Inclusion Team – support to schools to help include pupils within their setting.
- School 2 School Support Services – practical advice and support for mainstream settings from specialist teachers.

#### **Health Services:**

- Just One Norfolk – for advice and guidance on children’s health, wellbeing and development.
- Speech and Language Therapy Service – for advice with speech, language and communication needs, to help them communicate better.
- Occupational Therapy – to help children achieve their full potential, in their ability to play, learn, look after themselves and carry out day-to-day activities.

- Mental Health Services, Supporting Smiles (previously Point One) – for assessment, support and therapeutic help by skilled professionals for children and young people who are experiencing mental health issues and emotional difficulties.

### **Social Care Services:**

- Short Breaks – to help parents/carers access activities for children and young people aged 5-17 with disabilities.
- Early Help Hub – to access information, advice and guidance to prevent family worries escalating into bigger issues.
- EHAP – to access **information, advice and guidance to families as soon as there is a worry in a child's life**. This can be for children of any age up to 18 and also can help with the worries adults may have, such as finances and mental health, which may impact on the children.

### **Third Sector Services:**

- Alpha Inclusion – access to a flexible service and a wide range of solutions to meet the inclusion needs of families, schools and organisations that work with children & young people.
- Carers Matter – to access specific support for young carers and families.

### **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 your 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. You can find a copy of our complaints policy [here](#). If you would like support to make a complaint you can seek assistance from our Family Support Advisor or a parent governor.

### **Useful Links:**

#### **The SEN Code of Practice**

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

This document explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

#### **Norfolk Local Offer**

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

This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

- Find information on support in education
- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life

**Norfolk SENDIASS**

<https://www.norfolksendiass.org.uk/>

Free information, impartial advice and support about Special Educational Needs

**The Equality Act**

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

**Norfolk and Waveney Children’s Speech and Language Therapy**

<https://www.justonenorfolk.nhs.uk/speech-language/>

**Just One Number: Children and young people’s health services**

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

Contact number: 0300 300 0123

Health advice and support for children

**Norfolk Early Help:**

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

Early Help is for children of any age (0-17) and their family. It’s about getting information, advice and guidance to prevent family worries escalating into bigger issues.

**Supporting Smiles (previously Point 1):**

<https://communitydirectory.norfolk.gov.uk/Services/5057/Point-1>

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

**Help for when things go wrong with SEN provision:**

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/reaching-agreement-sen-support>

**Resources to help with transition:**

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-transition-resources>

Information is also available on our **school website:**



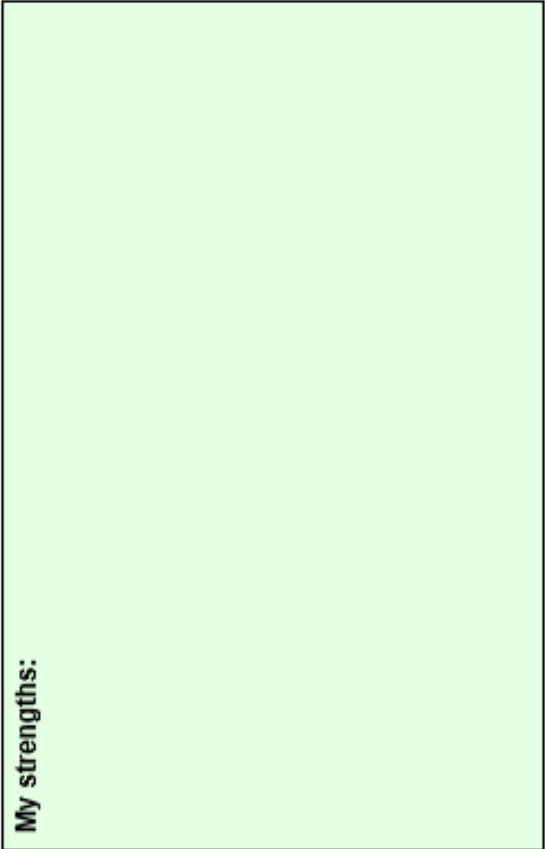


<http://www.spixworth.norfolk.sch.uk/>

This Information Report links to our policies on:

- [SEN](#)
- [Accessibility](#)
- [Behaviour](#)
- [Equality information and objectives](#)
- [Supporting pupils with medical conditions](#)
- [The Norfolk Local Offer](#)

# Appendix A - Learning Support Plan (LSP)

## Steps to Success: Learning Support Plan 2023-24 Assess, Plan, Do, Review

<p><b>Name:</b> _____ <b>DOB:</b> _____ <b>Year Group:</b> _____ <b>Class:</b> _____</p>	<p><b>My picture:</b></p> 
<p><b>Primary Area of Need:</b> _____ <b>Secondary Areas of Need:</b> _____</p>	 <p><b>You can help and support me by:</b> This will bullet point barriers to learning in a positive way e.g. Provide single pieces of instruction</p>
<p><b>My strengths:</b></p> 	<p><b>This has worked for me before:</b> This will detail strategies from previous LSP that had a positive impact</p> 
<p><b>You also need to know: (Key documents)</b> This will signpost things teachers need to read e.g. EP reports, SALT, S2S</p>	<p><b>My goals and wishes for the future:</b></p> 

## Steps to Success: Learning Support Plan 2023-24 Assess, Plan, Do, Review

Highlight relevant items for adjustments and support as they are used: **Blue = autumn term**, **Green = new to spring term**, **Pink = new to summer term**

	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
<b>2023-22024</b> <b>Adjustments:</b> Tweaks to delivery 'Any other' has been removed as no one has ever used it!	<ul style="list-style-type: none"> <li>Alternative means of recording (voice recorder, type, film)</li> <li>Sufficient time for task</li> <li>Short 'bursts' of work</li> <li>Step by step instructions</li> <li>Visual prompts (video clip, model example, photos or picture cards)</li> <li>Pause to ask questions</li> <li>Structured choices</li> <li>Now &amp; next structure</li> <li>Staff add own information here.</li> </ul>	<ul style="list-style-type: none"> <li>Use concise language and visual prompts or models</li> <li>Summarise key points</li> <li>Pre teach key words</li> <li>Check out understanding by asking questions</li> <li>Explicit beginning and ending of task within agreed time limit</li> <li>Advanced warning of change</li> <li>Explain purpose of task</li> </ul>	<ul style="list-style-type: none"> <li>Agree start and finish time</li> <li>Make explicit task relevance</li> <li>Praise effort &amp; engagement</li> <li>Learner &amp; adult identifies success each day.</li> <li>Set own goal for the week</li> <li>Ask questions to encourage self-reflection</li> <li>Learner selects task order</li> <li>Share 'I can' statements</li> </ul>	<ul style="list-style-type: none"> <li>Adapt materials so more accessible</li> <li>Scaffold tasks so skills broken in to small steps</li> <li>Adapt working position</li> <li>Reduce environmental noise and sufficient light</li> <li>Complete sensory audit</li> <li>Pre-prepare resources to support access</li> </ul>
<b>Additional Adjustments:</b> <b>Support:</b> Resources, equipment, additional adults	<ul style="list-style-type: none"> <li>Electronic tablet, voice recorder, camera, laptop</li> <li>Cubes, counters, <del>dominoes</del></li> <li>Writing boards/slopes, pencil grips, triangular pens</li> <li>Post its, notebook, whiteboard, phonic starters, word sheets, story books, TV programmes, websites</li> <li>Pre-learning / over-learning</li> </ul>	<ul style="list-style-type: none"> <li>Social stories</li> <li>Social scenario discussion cards</li> <li>Reading comprehension cards for discussion</li> <li>Story books, film clips</li> <li>Question sheets</li> <li>Word lists</li> <li>Socially Speaking activities and games</li> <li>My turn, Your turn games</li> <li>Phone conversations</li> </ul>	<ul style="list-style-type: none"> <li>Weekly 'story' board recording daily successes</li> <li>Letter to my teacher/friend/self identifying highlights from week and next steps.</li> <li>Positive rewards programme e.g. stickers, chosen activity</li> <li>Visual timetable/now and next board</li> </ul>	<ul style="list-style-type: none"> <li>Headphones or ear defenders</li> <li>Weighted cushion or blanket</li> <li>Inflatable ball, wedge cushion, Wobble board</li> <li>PE equipment e.g. skipping rope, ball, bean bag</li> <li>Accessible scissors, pencils, pens</li> <li>Provide sensory breaks</li> </ul>
<b>Additional Support</b> <b>Interventions:</b> Individual/small group actions with targeted outcomes	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Details of interventions are in the steps to success/actions section on the next page.

Steps to Success: Learning Support Plan 2023-24 Assess, Plan, Do, Review

	Targets - Assess Written as Targeted Outcomes	Steps to Success/Actions - Plan, Do Remember: include Interventions	Outcome/Comments - Review	Child/Parent Views - Review
Autumn	1. Xxx so that they can xxx		Entry data: Exit data: Comment:	
	2.		Entry data: Exit data: Comment:	
	3.		Entry data: Exit data: Comment:	
Spring	1.		Entry data: Exit data: Comment:	
	2.		Entry data: Exit data: Comment:	
	3.		Entry data: Exit data: Comment:	
Summer	1.		Entry data: Exit data: Comment:	
	2.		Entry data: Exit data: Comment:	
	3.		Entry data: Exit data: Comment:	
ASSESS - Next Steps:				



## Appendix B – Anticipated Provision Map September 2023

<b>Provision/Interventions</b>
EPSS Educational Psychologist contract
S2S support
SEN TA Support x 2
SEN MSA Support x 2
Little Wandle Phonics Intervention - YR
Number Masters YR
1-2-1 Reading
Little Wandle Phonics Y1
Number Masters Y1
Number Masters Y2
Number Masters Y1
Fine Motor Skills
Little Wandle Phonics Y2
ELSA
1-2-1 reader
SALT

**Appendix C:  
Staff Training 2021 -2022**

<b>Training:</b>	<b>Staff:</b>
Neurodiversity and Quality First Teaching	All teachers
INDES/IPSEF training (Individual Needs Descriptors and Inclusion and Provision Self Evaluation Framework)	Mrs Payne
LA (Local Authority) Core Consultation	Mrs Payne, Miss Engall
SENCO Network	Mrs Payne, Miss Engall
NELI (Nuffield Early Language Intervention) Training	Mrs Kidd, Mr Puddifoot, Mrs Hill
PECS (Picture Exchange Communication) Training	Mrs Orme
Narrowing the Disadvantaged Gap - Mark Rowlands	Mrs Payne, Ms Jordan
SALT training - Speech Sounds	Mr Puddifoot
Attention Autism Training	Mrs Orme
Emotional Regulation for Children and Young people	Mrs Hill, Mrs Payne
ADHD (Attention Deficit Hyperactivity Disorder) Awareness	Mrs Payne
SALT training - Stammering	Mrs Heley, Mrs Payne
SEND LA Forum	Mrs Payne
Emotional Regulation Training for Children and Young People	Mr Puddifoot
LINK Autism and Mental Health	Mrs Payne
SALT training - Understanding Language	Mrs Payne
SMHL (Senior Mental Health Lead) Training	Mrs Payne
ELSA (Emotional Literacy Support Assistant) Training	Mr Puddifoot
EBSA (Emotionally Based School Avoidance) Training	Mrs Payne, Mrs Kidd

**Staff training 2020-2021**

<b>Training:</b>	<b>Staff:</b>
Mental Health Champion Training (Sept)	Mrs Payne
Supporting Children and Young People with ADHD (Oct)	Mrs Payne
National Award for SENCO	Miss Engall
Trauma Informed Practice Workshop (Jan)	Mrs Payne
Every teacher a teacher of SEND, Every leader a leader of SEND (Jan)	Mrs Payne
Inclusion in Action - Exploring Inclusive Practices in Schools (Jan)	Mrs Payne
SENCO Network	Mrs Payne
Elklan Training (Feb-May)	Mrs Kidd
Attention Autism (Mar)	Mr Puddifoot
Social Stories and Comic Strip Conversations	All staff
Understanding the difference between SEND and Disadvantage in schools (Mar)	Mrs Payne
Inclusive Education - SEND Gateway (Feb)	Mrs Payne
Learning Disabilities - Starfish (Feb)	Mrs Payne
The Engagement Model (Feb/Mar)	Mrs Payne
Mental Health Champion Training (Mar)	Mrs Kidd
Social Story Training (Mar)	All Staff
SEND Forum (Jan/April)	Mrs Payne
Step On (May)	All staff
Nuffield Early Language Intervention (NELI) (June)	Miss Mattock



Understanding the Importance of Attachment (June)	Mrs Payne
<b>Current CPD / Next Academic Year:</b>	
How to transition to the COVID-19 New Normal (ongoing)	Mrs Payne
Emotional Regulation Training - to be completed before Sept 2021	Miss Mattock, Mrs Payne, Mrs Hill
Neurodiversity in the Classroom - Autumn 2021 to be completed	All staff
VNET Disadvantaged Project - Autumn 2021 to be completed	Ms Jordan, Mrs Payne