



## **SEND Information Report for Dickleburgh C of E Primary Academy 2023-24**

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

#### **Introduction**

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

At Dickleburgh C of E Primary Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Mrs Moira Croskell Headteacher  
Mrs Pippa Delaine SENDCO  
Mrs Sandy Clark SEND Governor

If you have specific questions about the Norfolk Local Offer please look at the Norfolk County Council special educational needs and disabilities web site:

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

Alternatively, if you think your child may have SEND please speak to his/her Class Teacher or contact our SENDCO on 01379 740080

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

At Dickleburgh C of E Primary Academy 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 Academy 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 Academy. For more information on our approach, including the role of the SENDCO, please see our teaching and learning policy.

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



At Dickleburgh C of E Primary Academy, we value **learning for all**.

### **How we identify SEND**

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

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

**(a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions.”**

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

Learners can fall behind in the Academy for lots of reasons. They may have been absent from the Academy, they may have attended lots of different Academies and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At Dickleburgh C of E Primary Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2023/24 shows that we have 25 children identified as having SEND across our school, from pre-school through to year 6. This is 11% of our school population and includes children currently attending our pre-school.

5 of those have an Education, Health and Care Plan

9 of the children are identified as having their primary SEND linked to Cognition and Learning

21 are linked to Communication and Interaction

3 are linked to Physical and Sensory

3 is linked with Social, Emotional, Mental Health

### **Assessing SEND**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Dickleburgh C of E Primary Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs and Disabilities Co-ordinator (SENDCO) will also support with the



identification of barriers to learning. We have a range of assessment tools available within Academy.

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

The agencies used by the Academy include:

ASD specialist support assistant team,

We have limited access to a cluster Educational Psychologist CAMHS (Child & Adolescent Mental Health Service)

ATT, Access through technology services. (Profession or medical referral only)

Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment

Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)

School2School

Our own school academy also makes use of services provided by Dyslexia outreach service and also the Core Consultation service. We regularly liaise with medical needs team, attendance, Inclusion and SEND, Partner Focus officers (EHAP provision), and gain support from SRB lead teachers.

This is not an exhaustive list and we regularly seek the advice and support of professionals to help us deliver the best possible support to our learners. A focus for training with staff this year through our Academy trust is understanding Cognitive load theory and the practical ways we as a school can implement the principals of this theory to our classrooms and learning experiences to best support and enhance pupils progress.

As part of the MAT we also have Speech and Language assessment and support provided by Communicate, and Educational Psychologist services provided by Judith Carter of Willow Tree Learning. These 2 services are shared with all other schools in the MAT and include opportunities for staff training, pupil assessment, pupil direct expert intervention programme and advice. We are also very fortunate to have a Children's Counsellor and Family Support Practitioner who support our pupils and their families on a 1:1 basis, particularly with Mental Health concerns and behaviour linked to trauma.

Alongside the expectation of High Quality first teaching and provision we currently have 8 Teaching Assistants and a 1:1 LSA who, alongside classroom duties, deliver the interventions in the provision map set by the class teacher and co-ordinated and supported by our SENDCO. See below for more details on interventions currently offered.

### **What we do to support Learners with SEND**



Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teachers' Standards 2012 detail the expectations on all teachers, and we at Dickleburgh C of E Primary Academy are proud of our teachers and their development. The Teachers' Standards are at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf)

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

- Visual timetables
- Timers
- Workstations
- Manipulative resources
- Picture representation
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the pupil's 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 it does not detail the individual learners' names, describes the interventions and actions that we undertake at Dickleburgh C of E Primary Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. Currently, provision being offered to pupils in school includes 1:1 and group interventions including:

- Speech and language
- Arithmetic
- Phonics
- Reading including Toe by Toe
- Social Communication Skills
- Social Skills and Engagement
- Social Stories
- Sensory Circuit
- Working Memory
- Handwriting
- Spelling

These interventions are led by Teachers and TAs under the guidance of professionals (where appropriate) and are monitored by the SENDCo. All interventions are recorded on an intervention



record and are monitored by SLT. Termly Now and Next review meetings are held with class teachers to review all learners within their class and RAG rate any concerns. These help to inform discussions with parents and decisions on strategies to be put in place to support these learners.

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

Our provision map is shared with our Local Governing Body who hold the Academy to account in ensuring that we monitor the impact of these interventions on learning across the Academy. It is also shared with our colleagues at our partner school, Garboldisham Church Primary Academy, in order to ensure all subject leads across the partnership are aware of adjustments, adaptations and consideration which may be appropriate for learners within their subject area.

Strategies for recording and monitoring interventions and targets for identified pupils including the language used to record these was developed alongside Willow Tree Learning as part of the MAT initiative The SEND Expert Model.

### **Equality for pupils with Disabilities**

At Dickleburgh we are committed to equality and work closely with parents and professionals to make the appropriate adjustments to support the learning of those with a disability. These adjustments can include:

- Making a change to a school policy to allow flexibility.
- Taking appropriate steps to ensure all children can take part in a trip or activity.
- Providing some additional help or equipment including technology.
- Relevant training for school staff to ensure effective support is in place.

### **Inclusive admissions**

Arrangements for the fair admissions of pupils/students with SEND are outlined in the Admissions Policy and will be published on the school website.

At Dickleburgh we take steps to ensure ensure we meet our duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.



- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.

### **Funding for SEND**

Dickleburgh C of E Primary Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum.

The Trust Academies are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND.

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Dickleburgh Church of England Primary Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step of the intent, implementation and impact cycle. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. At Dickleburgh Primary we use Pupil Action plans to highlight areas of strength and weakness, strategies to support these areas, evaluation of impact and a clear understanding of why they are being done. These are written by the Class teacher and SENDCO with the pupil and their parents and reviewed termly or more frequently as appropriate. Pupils with specific medical needs also have flow chart based care plans in school which are written collaboratively with parents based on advice from medical professionals. Frequency of reviewing these is dictated by medical advice and is individual to each pupil.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. At Dickleburgh School a separate Parents consultation session is offered to parents alongside a consultation with their child's class teacher to be able to discuss the provision being offered to support their child and to give an opportunity to review targets set and progress made. All targets and learning plans are reviewed termly unless it is felt necessary to review sooner. If a learner has a Statement of Special Educational Need or an Education Health and Care Plan (EHC plan) the same review procedures take place, but the Statement or EHC plan will also be formally reviewed annually with the guidance and support of our EHCP coordinator, Rebecca Mann.



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

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our academy data is also monitored by the St. Benet's Trust, the Local Authority and Ofsted.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Dickleburgh C of E Primary Academy in 2022-23 we have been able to offer a range of additional clubs and activities. These can be found on our academy web page or by contacting our Academy Office. These are run by school staff and take place at lunchtimes and afterschool. We run a daily Breakfast club and after school care club, open to all pupils. We also work alongside Virtual School and South Norfolk Schools Partnership to offer extra curricular opportunities for pupils with SEND to take part in activities such as sports events and art workshops, as well as working with groups and individuals within our locality to enhance learning experiences for all pupils through projects such as multi-faith events and forest school activities.

As part of our weekly learning, whole class music instrument tuition is provided in Key stage 2 and music skills provision in Key stage 1. All Key Stage 2 pupils also have weekly Spanish lessons. All pupils are supported appropriately to access these opportunities.

As a church school we have very strong links with our local village church and all pupils have the opportunity to take an active role in collective worship sessions held in the church, including music performance, reading aloud and drama.

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

All staff at Dickleburgh C of E Primary Academy work within the Equality Act 2010. This legislation places specific duties on Academies / Schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."** Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

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



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

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

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

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to a secondary academy for children with statements of EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. During Year 6 we make regular contact with our catchment high schools to ensure personalised transition and preparation for pupils as they prepare to make the move to secondary education.

### **Have your say**

Dickleburgh C of E Primary Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful links**

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

<https://www.gov.uk/education/special-educational-needs-and-disability-send-and-high-needs>

Special Educational Needs and Disability Policy