



Lyng Church of England Primary Academy

SEND information Report 2022-23

Introduction

Our Special Educational Needs and Disabilities (SEND) information report is part of the Norfolk Local Offer for learners with SEND. All governing bodies have a legal duty to publish information on their website about the policy for SEND and this must be updated annually. Our School Offer for Learners with SEND provides an overview of the provision we offer.

The best people to contact are:

SEND Coordinator (SENDCo): Mrs Helen Watson

Governor for SEND: Mr Bruce Gordon

Chair of Governors: Mr Bruce Gordon

Our approaches to learners with SEND.

Our Vision

At Lyng CE Primary School we aim to meet the needs of all children.

Our school vision is:

Together within our church school family, we sow the seeds of success, to grow happy confident individuals who become life-long learners, believing in themselves and aiming high.

We aim to

Enable all children to be successful learners who achieve their personal best and make good progress during their time at Lyng CE Primary School.

Help children become confident in their self-esteem and capacity to learn.

Build effective partnerships with families and the wider community.

We

- Are friendly and caring school, and value each individual, recognising their strengths and contribution, whilst seeking to able each to achieve the best they can and reach their goals, whatever their level of need or disability.
- Work to a high standard, and through quality first teaching for all learners with teachers using a range of methods to meet learning needs.
- Have access to Specialist support services through referral (such as Speech and Language; Autism Support; Educational Psychologist, school health)
- Employ a collaborative approach with learners, their families and professionals

How do we identify learners with SEND?

At different times in their school career, a child may have an additional learning 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 school age or a young person has a learning difficulty or disability if they:

[a] have a significant 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.”

Pupils with special educational needs (SEN) are currently classified as follows:

SEN support

Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs coordinator (SENCO) may receive advice or support from outside specialists. The pupil does not have an education, health and care plan. SEN support replaced the former School Action and School Action Plus categories from 2015.

Education, health and care (EHC) plans and statements of SEN

A pupil has an EHC plan when a formal assessment has been made. A document is in place that sets out the child's need and the extra help they should receive. Prior to September 2014, a statement of SEN was used. The period for local authorities to transfer children and young people with statements of SEN to EHC plans started in September 2014 and ended in 2018. Following the introduction of EHC plans in September 2014, statements of SEN and EHC plans were grouped together within the data.

Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning.

We ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher.

The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams.

In our school, we have access to various specialist services. We have access to the service universally provided by Norfolk County Council, which is described on the Local Offer website.

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

Information may be gathered from:

- teacher knowledge of the child
- pupil progress meetings
- school assessments
- parents' meetings
- external professionals

to help decide whether a child is considered to need special educational provision to enable them to make good progress.



If a child is identified as having SEND, the school will provide support that is *additional to or different from the usual adapted curriculum*. Only those with a

learning difficulty that requires special educational provision will be identified as having SEN. These pupils will be identified on the school's SEND register.

Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The SEND profile at Lyng Primary School

Our SEND profile for 2022/23 shows that 16% of children on roll are identified as having SEND.

Of the children on the SEND register:

43% of children are identified as having SEN linked to Cognition and Learning

62 % linked to Communication and Interaction, speech and language

13 % linked to Social, Emotional and Mental health difficulties

6% linked to Sensory or Physical difficulties.

4 % have a current or pending Education, Health and Care Plan(EHCP).



What do we do to support for learners with SEND?

Once a learner is identified as requiring support that is *additional to* or *different from* normally provided high quality differentiated teaching, we follow a four stage process:

Assess- this involves taking into consideration all the information from discussions with parents/carers, pupil, class teacher, assessments

Plan- this stage identifies the barriers to learning, intended outcomes and support to be provided. This will be recorded on an IEP (Individual Education Plan) which will form the basis of termly – or more frequently if appropriate -meetings, and as part of parent/ teacher consultation meetings)

Do- provision of the support as set out in the plan

Review- measure the impact of the support provided and consider whether changes need to be made, informing the next cycle if necessary. Those involved-parents/ carer, pupil, class teacher and SEND Coordinator, contribute to the review. Meetings are held regularly between class teachers/ TAs and Pupil Progress meetings with the class teacher/ HT to discuss the progress of learners.

Our teachers use a variety of strategies tailored to meet a child's needs including:

- Visual timetables, writing frames, positive behaviour rewards system
- Laptops or other alternative recording devices
- Sensory activities such as sensory circuits
- Intervention in class, or another area of the school, in a small group or 1-1.
- Targeted support or programmes from Teaching Assistants in a small group or 1-1

Where a child with SEND needs emotional or mental well- being support, our mental health champion can advise on pastoral support. Our school curriculum incorporates yoga, mindfulness and 'Five ways to well- being' to promote positive mental health.

For some children, we may seek advice from specialist teams. In our school, we can commission support from:

- Educational psychologist
- Advisory Support
- Speech and Language Therapist
- Sensory support
- Autism support
- Inclusion service
- School Health
- Benjamin Foundation
- Camhs (mental health services)



Whilst the majority of children will have their needs met with School Support, a learner with very high needs may require an Education Health Care Plan (EHCP) which has replaced a 'Statement of Special Needs'

How do we measure the impact of support?

Monitoring pupil progress is an essential part of teaching and leadership at Lyng Church of England Primary School. We involve pupils, staff and parents/carers in the assessment process following the 'assess, plan, do, review' model.

Learners receiving SEN School Support will have an Individual Support Plan (ISP), which will be reviewed with parental involvement at least termly. Should progress be less than anticipated, the frequency, or type of intervention may be adapted. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from specialist teams/ external professionals, with parental consent.

The progress of children with a statement of EHCP is also formally reviewed at an Annual Review with all adults involved with the child's education, and taking into account the views of the learner.

Class teachers may also keep parents/ carers informed via informal charts, home/school contact books, letters, reports, additional meetings as required.

Funding

Funding comes directly from the Local Authority to support the needs of learners with SEND. This is described in the SEN Allocation Memorandum. The amount of funding we have for 2021/22 is currently £8088. The school can apply for Local Authority 'top up' funding for High Needs learners who require a high level of support, and are likely to have an EHCP. Each school is required to apply for additional funding for individual children.

Opportunities for all learners

Our school is committed to making reasonable adjustments to ensure participation for all learners within the curriculum and with extra –curricular activities.



Preparing for the next steps

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Starting in the Reception class.

- When children join our school in Reception, the class teacher will meet and visit new pupils in their setting and meet parents during the term prior to starting in September.



- Discussion takes place between the pre-school setting and our school to ensure that we understand the specific needs of children due to join us, and that records are passed on. The class teacher will attend relevant meetings (eg EHCP reviews) prior to the child starting school, where possible.
- Children due to join the school into the reception class will visit the school on several occasions. If appropriate, we will arrange for additional visits to our setting for learners identified with SEND.
- Resources will be provided to enable a smooth transition (eg; pictures of the school, class and staff)

Moving between schools

- If a child is moving to another school, we will contact the new school SENCo and ensure he/she knows about any special arrangements or support that needs to be made.
- We will make sure that all records are passed on as soon as possible.
- If possible, and if appropriate, we will arrange for staff from the new school to meet the child at our school prior to a move.
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Moving up to the next class

- When moving classes within school, all information is passed on to the new class teacher in advance.
- Current ISPs are reviewed by the current class teacher shared with the new teacher.
- A planning meeting takes place between the current and new teacher.
- Targets for the next ISP, if support is to continue, will be discussed and agreed at the planning meeting. The SENCo will provide support.
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Moving to High School

- In Year 6, the SENCo and class teacher will discuss the child's specific needs with the SENCo from their new high school. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- All records are passed on as soon as possible.
- Children will visit their new school for a least 1 whole day (usually two) with the rest of their year group. If appropriate, we will arrange for additional visits to the new setting, where this can be agreed with the new school.
- Staff from the new school will visit SEND pupils in this school.
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Have your say

To continue to shape our provision for children with SEND, we need the views of parents/carers, staff and governors. If you have any comments about this document or relating to the provision provided by the school, please speak to the SENDCo.

We ask that parents/ carers will engage with the school and other professionals to ensure the best possible progress for their child.

Useful Links



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



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



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

Review of this report

This report is reviewed annually and was reviewed in December 2022