

# Special Educational Needs and Disabilities

## SEND Information Report for the Aldborough Primary School, part of the Aylsham Trust

### **Part of the Norfolk Local Offer for Learners with SEND 2023**

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). The information published must be updated at least annually.

At Aldborough School we are committed to working together with all members of our school community. This local offer has involved 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:

SENDCo: Mrs Rebecca Gale

Head Teacher: Mrs Helen Bearman

SEND Governor: TBC (FGB 16.11.23)

Chair of Governors: Mr Richard Hembling

If you have any specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions which is available

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

Alternatively, if you think your child may have SEND please speak to their class teacher or contact Mrs Gale at 01263 761264 (school phone number)

## Our Approach to Teaching Learners with SEND

At Aldborough 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 Curriculum Vision on the school website.

Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD)

opportunities for all staff. We have highly trained staff across the cluster who are accessible to support our school for pupils with specific needs, if appropriate.

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 ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

At Aldborough School our vision is:

- To energise everyone to take responsibility for their learning.
- To inspire each other to be the best that we can be.

Our Vision is underpinned by our core values:

- Individuality
- Respect for Each Other
- Pride in Our School
- Community & Collaboration.

How we identify SEND

At different times in their school 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 school age or a young person has a learning difficulty or disability if they:**

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

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. Teachers will make reasonable adjustments in their Quality First Teaching, alongside exploring the need for intervention.

Children can experience a range of barriers to learning; they may have poor attendance or they may have experienced changes in school or at home, impacting on the consistency in their learning. Additionally, for some children, English may be their second language or they may be managing

social, emotional and mental health difficulties. At Aldborough School, we are committed to ensuring that all learners have access to learning opportunities, For those experiencing barriers to learning, we will work with pupils and their families to identify the issue/s and explore ways to overcome them. This does not mean that all challenged learners have SEND. However, at Aldborough we believe in providing additional provision for any child who may need it.

Current school profile for learners identified as having SEND:

10% of our children have been identified as having SEND.

50% is linked to Cognition and Learning.

25% is linked to Speech, Language and Communication Needs.

0% is linked to Physical and Sensory.

25% is linked to Social, Emotional and Mental Health.

## Assessing SEND at Aldborough School

Class Teachers, support staff, parent/carers and the learner themselves will be the first to notice a difficulty with learning. At Aldborough school we ensure that assessment of educational needs, directly involves the learner, their parent/carer and of course their Teacher. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) 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 and Trust we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on their local offer website:

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

Aldborough School could commission for 2023/24 support as required from:

- Children Services, EPSS – Education Psychologist
- Speech, Language and Communication Therapists
- In school counselling (SEMH team AH Cluster) and nurture work.
- Forest School TA (Level 3 trained) – social, emotional and mental health support
- Trust network of support providing the opportunity to purchase/access as necessary.
- We also employ a highly skilled teaching support staff (currently two HLTAs and six Classroom/Teaching Assistants) who deliver interventions as directed by the Class Teacher or SENDCo.

The Aylsham Cluster SENDCo network is also available to share expertise, experiences and offer advice and support.

## What we do to Support Learners

Every teacher is required to adapt the curriculum, making reasonable adjustments, to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Aldborough are proud of our teachers and their developments. The Teacher Standards are available upon request.

Both Class Teachers and Classroom/Teaching Assistants work with children with SEND on specific learning within the planned classroom learning experiences. Our teachers will plan for the use of various strategies to adapt access to the curriculum. These might include using:

- Visual timetables and Now/Next Visuals
- Increased time and adult support
- Writing Frames and Scaffolding
- Coloured paper
- Ear Defenders
- Physical adaptations to the learning environment
- Teacher/TA targeted support groups
- I-Pads/tablets, laptops
- Peer buddy systems
- Scribing

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 individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. With relatively small numbers of SEND at Aldborough School, provision is often although not exclusively, bespoke. Teachers monitor and modify the provision regularly, adapting it to meet the changing needs of individuals identified with SEND.

The Aylsham Trust SENDCos are available to share expertise, experiences and offer advice and support. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Furthermore, there is a wealth of expertise that is called upon when required to support our children.

Our SEND Governor monitors the impact of SEND provision across the school and shares the outcomes of monitoring with the Full Governing Body.

## Funding for SEND

Aldborough School receives funding directly to the school from the Local Authority to support the needs of the learners with SEND. This is described in the SEND memorandum which is available on the Norfolk County Council Website (Financial) where the amount of funding we received for the financial year 2023-24 is available. Additional funding can be requested on an individual basis.

## How do we find out if this support is effective?



Monitoring progress is an integral part of teaching and leadership within Aldborough Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' (APDR) model and ensure that parents/carers and children are involved in each step. 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 is then used to evaluate the impact of the provision.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Aylsham Trust so all SENDCos in our Trust 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. We also take part in external moderation, as part of the Aylsham Trust and as a local authority. This ensures that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

When a teacher is concerned that a child is not making expected progress, they will initially adjust their teaching in line with our Quality First Teaching approach. They will have a discussion with the child and the parent as appropriate. These adjustments will be reviewed and if necessary the teacher will move to the next step and discuss this with the SENDCo and decide what intervention should be put into place. A learning plan is used to record this intervention which will include a baseline and a target to aim for. This plan will be shared with the child and their parents/ carers and their views may be added to it.

Children, parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself or can be a formal meeting held regularly, where we can all discuss progress and next steps. For some learners we may want to seek advice from specialist teams. In our school and together with other local schools, we have access to various specialist services. We also have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available

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

## EHC Plans (EHCP)

Where the child's needs cannot be met within the resources normally available in mainstream provision an Education Health and Care Plan (EHCP) may be necessary. An EHCP sets out how services will work together to meet the child or young person's needs. Focused on the outcomes for the child or young person, EHC plans are based on a coordinated assessment and planning process. The whole assessment and planning process must take no more than 20 weeks. If an EHC plan is issued, parents have a right to request a personal budget to control all or some of the delivery of the provision set out in the plan. For further information regarding EHC Plans, please see the Norfolk Local Offer site.

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

### **One Page Profiles**

It is our aim at Aldborough to move towards all pupils regardless of need having a one page profile which details the learner's strengths, interests and preferred way to be supported in their learning. This informs all teaching staff working with the child, enabling them to provide a personalised approach.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure

participation for all, so please contact our school SEND Co-ordinator (Miss Redford) to discuss specific requirements. Please email the office.

### **The Equality Act 2010**

All staff at Aldborough School have annual updates and biennial training on the Equality Act 2010 as part of ongoing essential staff training. 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 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 see the school website for our Single Equality Scheme and Accessibility Plan.

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

Transition is a part of life for all learners. This can be transitions to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Aldborough Primary 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 SEND. Moving classes will be considered carefully for your child during the summer term and parents are able to give their viewpoint. Where possible, transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

### **Complaints**

If a parent/ carer is not happy with the provision made available for their child they should:

- Read the SEND Policy and SEND Information Report to understand the school policy and how it is implemented.

- Refer to the SEND Support Guidance: 'Provision expected at SEND Support': <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/special-educational-provision>
- Refer to webpage 'Help when things go wrong': <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>
- Contact the Norfolk SEND Information Advice and Support Service (IASS) Partnership: <https://www.norfolksendiass.org.uk>

### **Have your say**

Aldborough Primary School is our community school. 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, therefore please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful links**

- Local Offer [www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND) :Provides up-to-date information about available provision and how to access it.
- Norfolk SEND Information, advice and Support Service (SENDIASS) Partnership [www.norfolksendpartnershiass.org.uk](http://www.norfolksendpartnershiass.org.uk) :Provides information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.