



# Gresham Village School and Nursery School

## SEND Policy and Information Report 2021-22

Welcome to our SEND Policy and Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND.)

Gresham Village School and Nursery are committed to working together with all members of our school 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:

Marc Goodliffe, Headteacher  
Gill Leah, Special Needs Coordinator (SENCo)  
Stephen Balmar-Walters, SEND link governor

If you are seeking information on support in education or special needs services available, among other things, the Local Offer can help.

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

If you think your child may have a special educational need or disability please speak to their class teacher or contact the Headteacher. An appointment to meet the SENCo can be arranged through the School office. If you need free and impartial information about advice and support, SENDIASS can help. <https://www.norfolksendiass.org.uk/>

Gresham Village School and Nursery is part of the Synergy Trust.

### Our aims and values

At Gresham Village School and Nursery we aim to:

- Develop highly motivated, independent pupils, who have high hopes and aspirations, and are confident, outgoing, resilient and respectful of others
- Provide a safe, secure and stimulating learning environment, that recognises the importance of learning outside the classroom
- Recognise and foster individual talents and skills
- Build a learning environment where thinking, questioning, problem solving and challenge happen every day
- Provide a broad, balanced and enriched curriculum that offers excellent provision for the academic, aesthetic, artistic, creative, physical, social, emotional and spiritual learning entitlements of all pupils
- Promote the best possible health and well-being for all members of the school community by ensuring a culture of mutual respect and support
- Establish effective links between home, school and the wider community

Ofsted said (in 2016): “This small school maintains a strong sense of community where staff, pupils, parents and governors work together to create a welcoming and harmonious atmosphere.”



## **Priorities we are developing this year**

- More time will be spent in the classroom observing and talking to children with SEND and monitoring adaptations and interventions.
- We will set up a SEND café for parents to talk informally to the SENCo.
- We will use INDES (Individual Needs Descriptors) to inform the Local Authority of need, when available.
- We will join the SEND network of the Synergy Multi-Academy Trust.

## **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:**

- (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.”**

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.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learning. They may have been affected by lockdown due to covid and home learning. There may be many other reasons that they find learning difficult. At Gresham Village School and Nursery, we are committed to ensuring that all learners have access to learning opportunities, and, for those who find more challenges with their learning, we will intervene. If we feel that a child needs additional provision, they are placed on our Pupil Support Register and a Pupil support Plan is written.

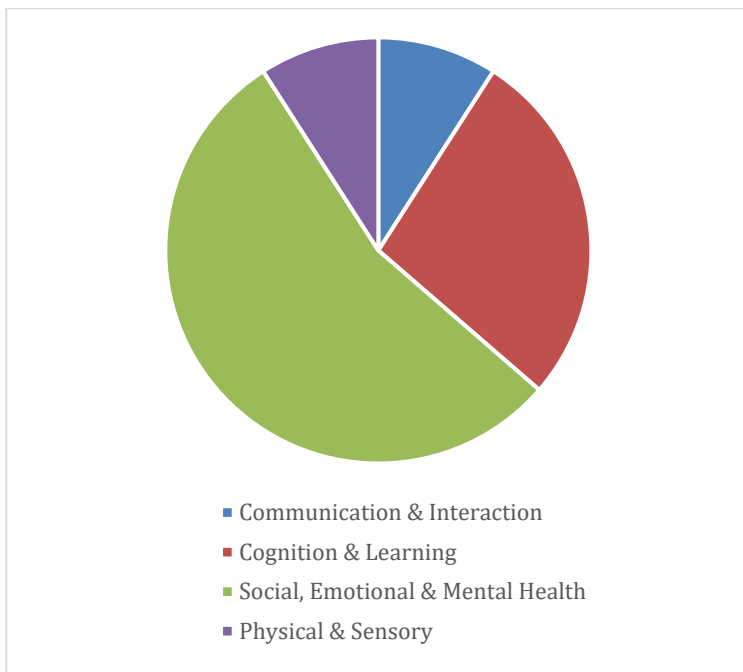
In a few exceptional cases, a referral for an education, health and care plan (EHCP) is made. An EHCP supports children and young people aged up to 25 who have complex special educational needs and disabilities and who need more support than is available through special educational needs support.

Our School SEND Profile for this term is shown below:

	Our School Number	Our School Percentage	National Percentage
Total pupils with SEND	11	7.6%	12.2%
Total pupils with EHCP	0	0	3.7%
Total pupils at SEND Support	11	7.6%	15.9%

	SEND Support	EHCP	Year Group Total
Year R	0	0	0
Year 1	1	0	1
Year 2	2	0	2
Year 3	3	0	3
Year 4	1	0	1
Year 5	1	0	1
Year 6	3	0	3

Here is the breakdown of data within each primary need. A child may also have secondary needs that are not represented in this data.



## **What happens next?**

We follow the **Assess, Plan, Do and Review** approach which is required in the SEND Code of Practice 2015. It outlines our approach to teaching learners with SEND, explains how we identify SEND and Assess SEND (**Assess**), what we do to support learners (**Plan, Do**) and how we find out if this support is effective (**Review**). We have two cycles in a year; during each cycle children's progress towards targets and the impact of interventions is continuously monitored and modifications made.

## **How do we assess SEND at Gresham Village School and Nursery?**

Class teachers, support staff, parents/carers and the child themselves will be the first to notice a difficulty with learning. At Gresham Village School and Nursery we ensure that the initial assessment of educational needs directly involves the learner, their parents/carers and of course their teacher. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning. We have a range of assessment tools available within school and through our relationship with other schools. Observation of the child in the classroom or at breaktime is also informative.

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

The agencies available to the school include:

Educational Psychology and Specialist Support, Norfolk Children's Services

Dyslexia Outreach Service

Occupational Therapist

ASD specialist support team

CAMHS (Child & Adolescent Mental Health Service)

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

Inclusion and SEND Support Service

Speech & Language Service

School Nurse (through Just One Number)

Specialist resource bases at Cromer Junior School and Suffield Park Infants

Early Help

Family Support Process

## **What we do to support children with a Special Educational Need?**

Once a child's barrier to learning is identified, we hold Pupil Support meetings with parents, teacher and SENCo and write a Pupil Support Plan, using information gathered from the child, parents and teacher plus our school and assessment data. The PSP includes the child's strengths and difficulties, how we intend to support them using adaptations and interventions, targets for the child to progress towards. Everyone involved has a copy.

Our teachers use various strategies to adapt access to the curriculum and support transitions (to breaktimes or lessons held outside the classroom) – which supports all pupils – for example:

- Visual resources, such as timetables
- Coloured overlays, etc.
- Writing frames
- Apparatus
- Breaking learning down into small steps
- Sufficient thinking time
- Verbal checks to check understanding
- Good seat in the classroom or quiet space outside
- Instructions that are short and repeated.
- Teaching strategies for independence
- A chat!

The PEaSS (Provision Expected at SEN Support) produced by the Local Authority also have other useful suggestions for supporting children with a range of difficulties.

We employ Teaching Assistants who deliver support in class and specialist interventions. For example, our staff are able to provide support for ADHD and ASD children, in class support for dyslexic children, speech and language interventions as well as reading and maths. A watchful eye is kept on anyone with physical and sensory needs during lunchtimes, PE lessons and Forest School. Nurture interventions cover a number of techniques to help with a variety of anxieties, including relaxation techniques. A check-in system is used for older children to monitor their daily emotional health.

So far this year, Mental Health training has been done for all staff, as well as Wishes and Feelings training for teaching assistants. One member of staff is completing her Mental Health Champion training. Other training is planned for the whole staff on our January INSET day. The school have an Emotional Health and Wellbeing working party, which involves staff, governors and parents, who meet regularly. The teaching of Emotional Health and Wellbeing is included in the PSHE curriculum for all year groups.

There are links to our Safeguarding Policy and our Behaviour Policy at the end of this document.

### **How do we fund SEND?**

Gresham Village School and Nursery receives funding to support the needs of learners with SEND both in the classroom and through planned interventions and support; it also pays for the expert input that is sometimes required, as well as training and resources.

The SEND memorandum can be found via the Budget Share Tracker. The amount of funding we receive through the school budget for 2020-21 is £35,863, which includes £4,356 Exceptional Circumstances Funding.

To find out how we spent our money last year, please look at the Annual SEND Report for Parents 2020-21 which can be found on the Special Educational Needs and Disabilities page of the website.

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

Throughout each cycle the SENCo monitors interventions and the children's targets, suggesting changes and adjustments if appropriate. Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress of adaptations, interventions and targets. At the end of each cycle, the SENCo discusses progress and next steps with each child as well as with staff and parents. If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the EHCP will also be formally reviewed annually.

The SENCo collates the impact data of interventions to ensure that we are only using interventions that work. Progress data of all learners is collated for the whole school and monitored by teachers, the Headteacher and Governors. Our SEND Governor meets the headteacher/SENCo on a termly basis to monitor the provision we are offering and the impact that it has. The results of this monitoring are shared at Full Governor Meetings every term.

## **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Gresham Village School and Nursery in 2020-21, we are offering a range of additional clubs and activities. These can be found on our parents' information board or by contacting our school secretary.

All pupils are given the same opportunity to be on the School Council and take roles and responsibilities within school. Every effort is taken to include all children in Celebration Assemblies.

## **Equality**

All staff at Gresham Village School and Nursery work within 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 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 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 SEND and disability legislation.

## **How do we prepare for changes?**

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. Gresham Village School and Nursery is committed to working in partnership with children, families and other providers to ensure positive transitions occur. For new SEND children coming into school, the SENCo will contact their previous SENCo if appropriate. Information is made available to all staff so that they can understand the needs of new pupils.

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 secondary schools of children with EHCPs will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. There is a nurture group to prepare all Year 6 pupils for the transition ahead.

## **Have your say**

Gresham Village School and Nursery is your school in this community of villages. 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.

## **Complaints**

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the classteacher and SENCo; then, if unresolved, by the headteacher. The Governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through our Complaints Policy, which is on the website.

## **Other important documents:**

All policies, including our Safeguarding, Behaviour and Supporting Children with Medical Conditions policies can be found on the school website.

Review date: October 2021

Next review date: October 2022