



Preparation for life's journey

Gresham Village School and Nursery School

SEND Policy and Information Report 2020-21

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.) All governing bodies of maintained schools and maintained nursery schools 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.

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)
Sarah MacDonald, SEND link governor

If you would like more information about the Norfolk Local Offer please look at the Norfolk County Council website www.norfolk.gov.uk/localoffer

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.

Gresham Village School and Nursery is partnered with Antingham and Southrepps Primary School and Nursery through the North Norfolk Academy Trust.

Our aims and values

At Gresham Village School and Nursery we aim to:

- Provide a safe, secure and stimulating learning environment
- 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
- Develop highly motivated, independent learners
- 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

Priorities we are developing this year

- Identify quickly the children who need extra support and intervention following their 6 monthly gap from school (for some), with a varying degree of success in home schooling.
- Continue to develop and sharpen all interventions for SEND pupils through regular monitoring and support from SENCo.
- Provide training for staff on children's emotional wellbeing and mental health and dyslexia.
- Work closely with Antingham & Southrepps School to put in place the successful SEN procedures that Gresham Village use.

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 learn. They may not speak English very well or at all and 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 receive a Pupil Support Plan and are placed on our Pupil Support Register. This applies to pupils who have medical difficulties that affect their learning, as well as children eligible for pupil premium, those with attendance issues and for other reasons, including having a Special Educational Need. Currently,

we have nineteen children on our Pupil Support Register, of whom ten have a Special Educational Need.

Our SEND profile for 2020-21 shows that 5% of children in years N to 6 are identified as having a Special Educational Need of whom one has an Education, Health and Care Plan.

3 children are identified as having SEND linked to Cognition and Learning

3 are linked to Communication and Interaction

1 is linked to Physical and Sensory

1 is linked to Social, Mental and Emotional Health

Assessing 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 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 in the North Norfolk Academy Trust.

For some learners we may want to seek advice from specialist teams. In our school and cluster 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 used by the school include:

Dyslexia Outreach

Occupational Therapist

ASD specialist support team

CAMHS (Child & Adolescent Mental Health Service)

Attendance Officers

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

East Coast Community Healthcare (Speech & Language)

School Nurse

Specialist resource bases at Cromer Junior School and Suffield Park Infants

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

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Teachers' Standards detail the expectations of all teachers, and we are proud of our teachers and their development.

The Teacher Standards are at <https://www.gov.uk/government/publications/teachers-standards>.

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

- Visual resources, such as timetables
- Writing frames

- Apparatus
- Mediation
- Technology
- Peer buddy systems
- Positive behaviour rewards system
- Motivational interviews
- A chat!

We employ Learning Support Assistants who deliver support in class and specialist interventions. For example, our staff are able to provide support for ADHD and ASD children, child counselling, in class support for dyslexic children, speech and language interventions. We are hoping that one member of staff will be accepted on the Mental Health Champion training. Access to training is provided and ongoing continuous professional development is encouraged.

Each child identified as having a Special Educational Need or Disability 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. This support is described in each child's Pupil Support Plan (PSP). We regularly review and adjust the PSP and hold a review meeting with parents half-way through the year, at which we update needs and the provision that we are providing at school and at home. Short-term targets and action are set and reviewed at this meeting and the views of the child considered carefully.

At Gresham Village School and Nursery we share the provision we are able to offer with our colleagues in the Cromer area, 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 schools in our area ensuring equality of opportunity. SENCOs from each school meet twice a term to share good practice and support each other.

Our SEND Governor meets the headteacher 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.

Funding for SEND

Gresham Village School and Nursery receives funding directly to the school from the DfE to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of funding we received through the school budget for 2019-20 is £44,476, which includes £19,499 High Needs and Exceptional Circumstances Funding for specific children.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Gresham Village School and Nursery. 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. Before any additional provision is selected

to help a child, the SENCo, teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline assessment may also be recorded, which can be used to compare the impact of the provision.

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 it can be a formal meeting at which we all discuss progress and next steps. 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 school data is also monitored by the NNAT, Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Gresham Village School and Nursery in 2019-20, 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.

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

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 SEN and disability legislation.

Preparing 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.

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.

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.

Review date: October 2020

Next review date: October 2021