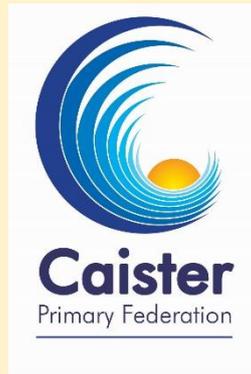


Caister Primary Federation

SEN Information Report 2020-2021



Part of the Norfolk Local Offer for learners with Special Educational Needs (SEN)

Welcome to our Special Educational needs (SEN) Information Report, which is part of the Norfolk Local Offer for Learners. We have a legal duty to publish this information on our website, it is updated annually. Our SEN report aims to explain our approach to children with Special Educational Needs. You can find more information about our legal duties by following the SEN Code of Practice which can be found [here](#)

At Caister Primary Federation we value all members of the community. Our local offer has been produced with pupils, parents, staff and governors. We welcome your comments on our offer, if you have suggestions about how we can make it better the best people to contact are:

Miss Kate Moss – SENCo at Caister Junior School
Mrs Kylie Curtis – SENCo at Caister Infant & Nursery School
Mrs Payal Patel – SEN Governor

You can do this by making an enquiry at the school office, ringing 01493 378300 or emailing admin@caisterprimaryfederation.org

What do we mean by SEN?

At different times in their school career, a child or young person may have a Special Educational Need. The Code of Practice says that:

“A child or young person has SEN 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.”

Where pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. We will gather information from the pupils, their parents as well as from teachers and assessments.

Assessments and strategies which we use to gauge progress include:

Teacher assessment against Development Matters and Key Stage One and Key Stage Two National Curriculum

Moderation with colleagues

Norfolk Assessment Pathways

Thrive online

Talk Boost

Read Write Inc

It is important to realise that learners can fall behind for all sorts of reasons. They may have attended different schools, been absent from school, have difficulties speaking English or have worries or concerns about different things that distract them from learning. We understand that children who experience these barriers to learning are vulnerable, however this does not necessarily mean that they have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Caister Infant and Nursery School

Our 2020 SEN profile shows:

Nursery School 78 pupils on roll	Number of Pupils	%
Identified as having SEND	6	4.7%
Identified as having an Educational Health & Care Plan	0	0
Awaiting Educational Health Care Plan	0	0

Infant School 234 pupils on roll	Number of Pupils	%
Identified as having SEND	62	25.4%
Identified as having an Educational Health & Care Plan	7	3%
Awaiting Educational Health Care Plan	1	2.3%

Junior School	Number of Pupils	%
Identified as having SEND	100	27.9%
Identified as having an Educational Health & Care Plan	11	3%
Awaiting Educational Health Care Plan	7	1.9%

SEND area	Nursery %	Infant %	Junior %
Cognition and Learning (including maths, reading and writing. Dyslexia, Dyspraxia, Global Development Delay)	0%	15.9%	45%
Communication and Interaction (including Autistic Spectrum Disorder ASD, speech and language difficulties and problems with social interaction)	100%	61.3%	44%
Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)	0%	6.8%	3%
Social, Emotional and Mental Health (including Attention Deficit Hyperactivity Disorder ADHD, Attention Deficit Disorder ADD, Attachment Disorder, Eating Disorder, anxiety and depression)	26%	25%	36%

Some children will appear in 2 or more SEND areas.

Working Together

We consider learning to be a collaborative process and value working with pupils and parents to set targets and plan strategies to meet children's individual needs. Parents or carers, class teachers, support staff and learners themselves will be the first to notice a difficulty with learning so if parents or carers are worried, they should speak to their child's teacher. If we think a child has SEN, or is not making expected progress, we will make sure that we tell parents or carers as soon as we notice a difficulty and work with them to identify any barriers to learning.

We provide regular opportunities for both formal and informal meetings with children and their parents and use information gained to develop One Page Profiles of the children. Sometimes we might need to seek specialist help, such as an educational psychologist or the speech and language team. We will always talk to parents or carers about this option and ask for permission.

Support for children with Special Educational Needs

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided. This will involve high quality personalised teaching intended to overcome the barrier to their learning. This support is set out in the school's Provision Map which can be accessed [here](#)

When providing this support, we follow an Assess, Plan, Do and Review model:

Assess: We take into consideration all the information from discussion with parents or carers, the child, the class teacher, other adults working with the child and any assessments made

Plan: This stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Assess, Plan, Do, Review Planning Form.

Do: This is the support that we provide, which may be extra adult support or learning aids as set out in the plan. The additional support or intervention will be tailored to meet the child's

need and will target the area of difficulty. It may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group. It may be provided by a teacher or teaching assistant.

Review: The support provided, and its impact will be closely monitored and shared at the review. This will involve contributions from the child, parents or carers, classteacher, other adults working with the child and the SENCo. Information gathered at the review will inform the next stage of the cycle.

The majority of children with SEN will have their needs met in this way, some may require an Education and Health Care EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan.

Assessing the impact and effectiveness of provision

A baseline assessment (Norfolk Assessment Pathways) will take place at the beginning of intervention which will provide a point of reference for measuring progress made by the child and a target outcome will be set. Regular reviews will take place to ensure that the intervention is having the intended effect, provision may be adapted as a result of this. Information will be collected in readiness for the review and the impact measured to judge effectiveness.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parents or carers consent.

This might involve:

Speech and Language Therapist

Occupational Therapist

Access Through Technology ATT e.g. Modified IT equipment

Physiotherapist

Specialist Resource Base

CAMHS (Child and Adolescent Mental Health Service)

The Benjamin Foundation

Educational Psychologist

Clinical Psychologist

Sensory Support

The Newberry Clinic

School nursing service

Specialist Teacher

Paediatrician

Advice from Specialist School Support Staff

We are also part of the East Inclusion Hub

We can access School to School (S2S) support

Where a child has an Education Health Care Plan there will be an Annual Review involving the child, parents or carers and. professional involved with the child (6 monthly reviews for children under 5 years old).

Our approach to teaching learners with SEN

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

- Classroom observation by the senior leadership team, the SENCo, external verifiers
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum. See our Accessibility Plan [here](#)

We ensure that arrangements for assessing and meeting the needs of **Looked After Children (LAC)** with SEN is co-ordinated across education, health and social care whilst liaising with the Virtual School for Looked After Children.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher, Year Group Leader and Headteacher. Assertive mentoring interviews take place between the pupils and class teacher.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. Action relating to SEN support will follow an assess, plan, do and review model.

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.

- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will be provided with First Aid training
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

What support will there be for children’s overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- We have 4 Thrive Licensed practitioners. The whole school is screened using Thrive online which identifies pupils requiring individual or group intervention and provides class teachers with an action plan for PSHE lessons.
- Small group evidence-led interventions to support pupil’s well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- We use the Good to be Green behaviour policy which promotes and rewards positive behaviour. Our Behaviour Policy can be viewed [here](#)
- We have a strict zero tolerance Anti-bullying Policy which can be found [here](#)
- We work closely with Caister Children’s Centre to support children and families with social and emotional needs.

Funding

Caister Infant School Funding for 2020 -2021	
Local Authority	£78,708
Additional Funding	£0

Caister Junior School Funding for 2020 -2021	
Local Authority	£123,241
Additional Funding	£29,747

- Caister Infant School and Caister Junior School receive funding directly from the local authority to support the needs of learners with SEN. This is described in a SEN memorandum.
- We make bid applications for additional funding for pupils with high needs and EHCPs to the Virtual School for SEND termly as required.

How do we allocate resources?

- Support given as specified in a child's Education Health and Care Plan (EHCP)
- Support assistants for children who need extra help - time with these assistants deployed on a need's basis.
- Our school employs a support assistant for each class – time is allocated on a daily basis for individual/ small group work on individual targets.
- Thrive Licensed practitioners to provide support for SEMH
- Pupil Premium Funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, Headteacher, class teacher and parent regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

We currently possess the following equipment and facilities to assist our pupils with SEN:

- Disabled toilets and access
- Access to School 2 School Support via Cluster Funding
- Thrive facilities
- A sensory room
- A full time speech and language teaching assistant
- Sensory circuits 4 mornings per week

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at <https://caisterprimaryfederation.org/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

More information and support can be found at the [Local Authorities Local Offer](#)

How do we ensure our staff are well trained?

- Regular training sessions for all support staff on SEN issues.
- The Acting Headteacher has achieved the National Award for Special Educational Needs, she is supporting the Acting SENCo in her role
- Whole school training in line with the School Improvement and Development Plan which can be accessed [here](#)
- Commitment to maintain levels of training if staff leave.
- Well planned programme of CPD, accessing both external agencies and in-school support.
- Staff training 2019-2020 has included:
 - Cerebral Palsy
 - Tracheostomy
 - Gastrostomy
 - Signalong
 - Use of an Epipen
 - Advisory teacher of the deaf
 - Autism Spectrum Disorder
 - Mental Health Champion training
 - Mental Health First Aid
 - Speech and Language
 - Trauma
 - Lego Therapy
 - Talk Boost
 - Advice from John Grant school through S2S
 - Practical strategies to support children with Autism

How do we include children with SEN in activities outside the classroom, including school trips, together with children who do not have SEN?

At Caister Primary Federation we believe that all learners are entitled to access extra-curricular activities including school trips and extended hours clubs run within the school. We are committed to making reasonable adjustments to ensure participation for all. We will carry out risk assessments and put procedures in place to enable this to happen

How do we prepare children for next steps in their educational journey?

Transition is an important part of life for all learners, whether it involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially for a child with SEN. We work closely with pupils, parents, staff and other settings to ensure these transitions run as smoothly as possible.

We plan a comprehensive programme of transition which include:

On entry:

- Visits to pre-school settings by class teachers and the SENCo
- Home visits by the class teacher and teaching assistant
- Transition meetings for parents and professional involved with the child to discuss a transition plan and strategies appropriate to the child's needs

- Transition sessions in school to become familiar with the environment and adults working there

Transition to Junior School:

- Information sharing (with parental consent) with the Junior School Headteacher, SENCo and class teacher
- Familiarisation visits to the Junior School
- Shared activities and events with the Junior School
- Transition meetings for parents and professional involved with the child to discuss a transition plan and strategies appropriate to the child's needs
- Social stories to prepare children for change

Within School Transition:

- Information sharing (with parental consent) between classes
- Transition meetings for parents and professional involved with the child to discuss a transition plan and strategies appropriate to the child's needs
- Where possible familiarisation visits
- Social stories to prepare children for change

Who can I contact for further information or if I have a concern?

If you wish to discuss your child's special educational needs or are unhappy with any issues regarding the school's response to meeting these needs, please contact the following:

Your child's class teacher

Miss Kate Moss – Caister Junior School SENCo

Mrs Kylie Curtis – Caister Infant and Nursery School SENCo

Mrs Payal Patel – The Federation Governor for SEN

The Governors for Caister Primary Federation fully support the school's SEN provision.

They can be contacted via Jilly Peace (Clerk to the Governing Body) who is based in the School Office or by ringing 01493 378300 or emailing office@caisterprimaryfederation.org

For complaints, please contact Payal Patel– the School Governor for SEN. Our complaints policy can be found [here](#)

Date agreed: September 2020

Date for review: September 2021