

SEN Information Report for Rollesby Primary School with Nursery 2023-24

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the Governing body's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations which can be found [here](#).

At Rollesby Primary School and Nursery, we pride ourselves in our dedication and commitment to working together with all members of our school community to achieve the best provision and outcomes for our pupils with SEND.

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:

Executive Headteacher: Jonathan Rice

Head of School - Catherine Barnard

SENCo: Sophie Durrant

All of the above can be contacted through Sophie Durrant our SEN coordinator on **01493 740270**.



Sophie Durrant - SENCo

If you have specific questions about the Norfolk Local Offer, please look at the frequently asked questions by clicking [here](#). Alternatively, if you think your child may have SEN please speak to your child's Class Teacher or contact Sophie Durrant - SENCo on **01493 740270**.

Our Approach to Teaching Learners with SEND

At Rollesby Primary 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 more 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 teaching and learning policy.

Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. Our school improvement plan can be found on our website.

For some learners we may want to seek advice from specialist teams. In our school and Federation, we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available [here](#).

We employ learning support assistants across the school, who work as key adults, to deliver the interventions in the provision map as coordinated by the SENCo. Additional learning support is commissioned where the need arises.

How we identify SEND

At different times in their school journey, a child or young person may have a special educational need. The code of practice defines SEN as:

“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 other 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.”

A child is identified as having SEND when they need provision that is **‘additional to or different from’** the normal differentiated curriculum in order to overcome the barrier to their learning.

Children can find learning in school difficult 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, they may be worried about different things that distract them from learning.

Children identified as having a Special Educational Need or Disability (SEND) will be considered within one or more of the following categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

Further information about the four areas of SEND can be found in the Code of Practice (2014).

Our SEND profile for 2023-2024:

- Total number on roll: **127** (including Nursery)
- Total number SEND: **25** which is 19.6% - *National 13%*
- **7** Children have an EHCP is 5.5%- *National 4.3%*

Support for Learners with SEN at Rollesby Primary School and Nursery

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The **Teachers Standards 2012** detail the expectations of all teachers, and we at Rollesby Primary School and Nursery are proud of our teachers and their development. The Teachers Standards are available [here](#).

Our teachers use various strategies to adapt access to the curriculum to suit the needs of our pupils with SEND including:

A visual timetable used in every classroom	Now and Next timetables for specific children	Positive behaviour monitoring and reward systems House points Star of the week awards	iPads, laptops or other alternative recording devices (Talking Tins)
Nurture and wellbeing provision	Coloured paper, overlays and reading rulers	Daily sensory circuits	Attention Autism / Bucket Games
Lego therapy group sessions to support social interaction skills	Precision Teach – whole word reading and spelling intervention	Word mats/visual reminders on tables	Pre-teaching of vocabulary
Physical mathematical resources e.g. Numicon, Base 10, counting bears	Number Stacks Maths interventions (KS2)	Colourful Semantics – a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and its role in the sentence. It can help children to better understand word order.	
Peer buddy systems	Chewellery and fiddle toys	Calm corners and safe spaces	Zones of Regulation interventions and support

Each learner identified as having SEN, 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 on a provision map, which although does not identify the individual learner's name, describes the interventions and actions that we undertake to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Rollesby Primary School with Nursery, we share the provision map with our colleagues in the Federation so we can learn from each other, and demonstrate what we offer for learners with SEN. We are able to promote consistent practice across all the schools in our Federation ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

We are committed to making reasonable adjustments to ensure participation for all. The Equality Act 2010 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 the next step – transition

Transition is a part of life for all learners. This can be transitioning to a new class in school, having a new teacher, or moving onto another school, training provider or moving into employment. Rollesby Primary School with 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 SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say!

Rollesby Primary School with Nursery is our school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual plan and review process.

Formally adopted by the governing body of Rollesby Primary School and Nursery on:

Chair of governors:

Last reviewed: 13/09/2023