



Loddon Primary Federation

SEND Information Report and Policy

Date Policy Approved by Governors: Summer 2022

Date of Review: Summer 2023

Member(s) of staff Responsible: SEND Team


Ofsted
Good School

2019

Loddon Primary Federation SEND Information Report

Loddon Infant and Junior Schools 2022-2023

Introduction

Welcome to the Special Educational Needs Information Report for the Loddon Primary Federation of schools. 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 or the proprietor's policy for pupils with SEN. This information is updated annually.

The Loddon Primary Federation schools are committed to working together with all members of our schools community and within the cluster. This SEN Information Report has been produced together by all members of the school community including school staff, pupils, parents/carers and governors. We welcome any feedback and involvement on our offer.

The best people to contact from September 2022 are:

Mr Richard Burbage: Head teacher and oversees SEND

Mrs Fiona McDaid: SENDCo KS1 and EYFS

Mr Michael Harvey: SENDCo KS2

Mrs Katie Cox: SEND Governor

Mr Richard Burbage: Head teacher

If you have any specific questions about the Norfolk Local Offer please go [here](#)

If you feel that your child may have SEND please speak to the Class Teacher or contact the SENDCo on

01508 505180 Infant site

01508 505180 Junior site

Alternatively email Mr Burbage at:

head@loddonprimaryfederation.co.uk

Our Vision

The Loddon Federation Mission Statement

Working together, Learning together, Growing together

Safe Thoughtful Achieving Respectful Successful

Our Values

We aim to: -

- Inspire children to have a love of learning
- Enable our children to be part of our school community built on teamwork, kindness and consideration
- Ensure our children understand the importance of caring for our world
- Nurture our children to respect and care for each other
- Create a safe, happy and secure learning environment
- Build a school in partnership with parents, families and the wider community

Matching the curriculum to a child's needs

All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their own level.

Assessment for learning

This is an integral part of teaching and learning at our schools. When a pupil seems to have more difficulty than others during the school day, adjustments must be made for this in terms of the activities, presentation, teaching styles, timing etc of lessons and social times. In most cases, this on-going formative assessment should allow all children to achieve the concept or skill being aimed for. Where it does not, strategies or resources that are 'additional to and different from' must be identified that will allow the child to access the curriculum: Special Educational Needs Provision.

Our approach to teaching learners with SEND

We strive to support all children achieve at school and to meet their individual needs. We aim to help all learners reach their full potential and we are committed to our responsibility towards the identification and assessment of special educational needs.

In our schools we offer a range of extra provision to support children as well as excellent general teaching practice, making reasonable adjustments to support learning where necessary

What is SEN and SEND?

At different times in their school life a child or young person may have a special education need.

The Code of Practice describes SEN as:

“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

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.” Section1 (1) Disability Discrimination Act 1995

This includes children with Long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people who suffer from these conditions would not necessarily have SEN, but there is a definite overlap between disabled children and young people and those with SEN. Therefore, children and young people may be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Changes to SEND

From the 1st of September 2014 a new Code of Practice has been in place for SEND.

SEN comes under four headings for areas where support is needed;

- 1. Communication and Interaction
- 2. Learning and Cognition
- 3. Social, Emotional and Mental Health
- 4. Physical and Sensory

All children identified with SEN are now recorded as being in one of these categories.

Loddon Primary SEND Profile

Our SEN profile for 2021-2022 shows that we have 16% of children identified as having SEN, and less than 1 % of those are children with Educational Health Care Plans.

SEN Profile Area	Percentage of Children
Total number of children with SEN	12.9% (52 out of 403)
SEN linked to Communication and Interaction Needs	7.4% (30)
SEN linked to Learning and Cognition Needs	2.7% (11)
SEN linked to Social, Emotional and Mental Health Needs	2.9% (12)

SEN linked to Physical and Sensory Needs	0.8% (3)
Children supported by Education Health and Care Plan	0.8% (3)

Education Health Care Plan

From September 2014 children who would have previously been given a statement of Special Educational Needs, now will be put forward for an Education Health and Care Plan.

“A local authority **must** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.” SEND Code of Practice (January 2015).

An Educational Health and Care Plan is very similar to the previous statement of Special Educational Needs. The main difference is that the support is now from 0-25 years of age for all children who attain one of these plans. Furthermore, an Educational Health and Care Plan works with all agencies meeting with the parents/carers and child. For further information go to [here](#).

An Educational Health and Care Plan's level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who as a consequence need more hours of support in school. If a child has a Statement or Educational Health and Care Plan these will be formally reviewed annually or as the child's needs change.

How SEN is identified at the Loddon Primary Schools

If a learner is identified as having SEN, 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 struggle to make progress for many reasons. They may have been absent from school, they may have attended many schools and not had a consistent opportunity for learning. Others may have EAL (English as an additional language) or may be worried or concerned about other issues, such as home life, that might distract them from their learning. At Loddon Federation we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene and support their needs. However, this does not mean that all vulnerable learners have SEN. Only those children with a difficulty that affects their learning which requires special educational provision will be identified as having SEN.

In the Loddon Federation schools children could be identified as having SEN through a variety of ways including the following: -

- Child performing significantly below age expected levels that require **extra provision** to be made.
- Concerns raised by Parent or Carer
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with a previous school
- Liaison with external agencies
- Health diagnosis through paediatrician

What should I do if I think my child may have special educational needs?

Your child's class teacher will meet with you formally at least twice a year, in order to discuss your child's progress and the support that they are receiving. Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.

If you have further concerns regarding your child's special educational needs, then please contact the SENDCo. An appointment can be made through the school office or by email at head@loddonprimaryfederation.co.uk

Assessment of Special Educational Needs

At Loddon Primary many people are involved with identifying difficulties that a learner may experience. Our assessment procedures involve the child, their parent/carer and the Class Teacher. The SENDCos monitor and oversee assessments to make sure that the correct provision is being found to overcome barriers to learning.

We use a range of assessment tools to support our assessment.

Additional Intervention and Support

Once a child's needs have been assessed, various interventions and support are put in place to ensure that the child has the support necessary to progress and overcome their barriers to learning. Support and intervention is tailored to a child's individual needs.

At Loddon primary federation we offer small group and individual intervention programmes to help pupils make progress. These groups may be run by teacher, teaching assistant or a member of the SEND team. The support sessions will take place either within the classroom or in a quiet area close by. Children also have access to individualised emotional and behavioural support sessions run by our **Pastoral Support Workers; Mrs Sadler and Mrs Jackson.**

Loddon Primary Provision Map 2022-2023

Barrier to Learning/Area where Support is Needed	Stage 1 Support Level (Wave 1)	Stage 2 Support Level (Wave 2)	Stage 3 Support Level (Wave 3)
Learning and Cognition	<i>First Quality Teaching Classroom teaching Assistant – precision teaching Guided Reading Booster groups</i>	<i>Lexia Rapid Reading (KS2) Sound Discovery Working Memory - Support group Maths and English - Interventions Pre-teaching Precision teaching</i>	<i>1:1 Reading 1:1 Spelling Support 1:1 Maths Support EHCPs and linked provision</i>
Communication and Interaction	<i>First Quality Teaching Classroom teaching Assistant – precision teaching Guided Reading Booster groups</i>	<i>Speech and Language Support programmes</i>	<i>EHCPs and linked provision Specialist Resource Base provision off-site</i>
Social, Emotional and Mental Health	<i>First Quality Teaching Classroom teaching Assistant – precision teaching Guided Reading Booster groups</i>	<i>Pastoral Support sessions</i>	<i>1:1 Pastoral support EHCPs and linked provision Boxall Profiling and support</i>
Physical and Sensory	<i>First Quality Teaching Classroom teaching Assistant – precision teaching Guided Reading Booster groups</i>	<i>Break out teaching rooms and offices</i>	<i>Fine Motor Skills work Occupational Therapy EHCPs and linked provision</i>

Provision at Loddon Primary

All intervention and support is recorded for each child on a school provision map. All children on the SEND Register and receiving SEND support in school will have a **Pupil Passport**. This is a document that is individual to each pupil and it sets out exactly what the needs of the child are and how they are being supported in school. They also display current targets and assessment levels. These are updated termly and shared with parents and carers.

Some learners may need further specialist support. We have access to services universally provided by Norfolk County Council. These services are described in the Local Offer website available at

<https://www.norfolksendiass.org.uk/>

Services accessed by the school include:

- Autism Support Service
- Educational Psychology service
- Sensory Support Service for children with visual or hearing needs
- Speech and Language Therapy
- Starfish (The Learning Disability Child and Adolescent service)
- Specialist Advisory and Support Teachers e.g. Dyslexia
- Medical Needs Team
- Inclusion and Opportunity Service
- School to School Support

As a school, we aim to support the individual, and put in place what the child needs.

SEND Training and Support for Staff

Training is a continually on-going process for staff. A number of staff across the federation have received training in supporting or delivering the following:

- Dyslexia
- Autism Spectrum Disorders
- Sensory Support
- Lego Therapy
- Anxiety
- Bereavement
- Implementing phonic intervention programmes
- Maths intervention
- Speech and Language
- SENSi support
- Art Therapy
- Precision Teaching

The SEND team attend the Willow Tree Learning Essential SENCO network and conferences ensuring our schools knowledge and understanding of SEND is completely up to date.

Monitoring Progress

This is an integral part of teaching and leadership at our schools. Staff, parents and pupils are involved in reviewing the progress of interventions and general learning of all children including children with SEN. Progress is reviewed formally every term and a progress level is given in reading, writing and maths as well as progress in other areas as appropriate.

In our schools we follow the **Assess, Plan, Do and Review model** and so before any additional provision is made to help a child it will be agreed what outcome from the intervention they expect for the child. The SENCO and SEN team collates the impact data of interventions to ensure that we are only using interventions that work. In addition we know that any extra support is helping pupils make progress if:

- The child is making progress academically against national/age expected levels
- It is reported from verbal feedback from the teacher, parent/carers and child
- The child's personal targets are being met

Children may move off of the SEN register when they have 'caught up' or made sufficient progress. Progress data of all learners is collated by the whole school and monitored by teachers, leaders and governors. Our school and cluster data is also monitored by the local authority and Ofsted. The progress of children with an EHCP plan is also formally reviewed at an Annual review with all adults involved with the child's education.

Funding for SEND

The Loddon Primary Schools both receive funding directly to the school from the local authority to support the needs of learners of SEND. The Head teacher decides on the budget for special educational needs in consultation with the school governors, on the needs of the children currently in the school. The head teacher, alongside the leadership team, discusses the allocation of funding based on all the information they have about SEND in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected
- Resources/training and support needed (all resources/training and support are reviewed regularly and changes made as needed)

The local cluster of schools also receive funding from the local authority which is distributed as 'top up' funding for learners who require extra support or equipment that exceeds that available to the school. The cluster of schools work together to improve learning for all by sharing resources, training and provision for all learners with SENDCo) and make sure that they know about any special arrangements or support that need to be made for your child.

We plan a number of transition events during the summer term to ensure a smooth transition between the Infant and Junior School. In addition to this some children may have an enhanced transition with extra visits or a transition book to help to support them in their move. Year 2 and Year 3 staff meet during the summer term to discuss all children, class arrangements and any other information that may be important.

In Year 6 the SENCo and teaching staff will discuss the specific needs of your child with the SENCo of their secondary school, as appropriate. Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in school.

When moving classes in school information will be passed on to the new teacher in advance and a 'handover' planning meeting will take place with the new teacher. All Provision maps and Pupil Passports will be handed over and shared with the new teacher.

Emotional Support and Well-being for children with SEND

We recognise that pupils with SEND needs may well have an Emotional and Social Development need that will require support in school. The Emotional Health and Well-being of all our pupils is very important to us. There are a number of supportive measures in place to ensure that this takes place:

- Robust Safeguarding policy in place; we follow National and Local Authority Guidelines
- Pastoral Support Assistant (Mrs Emma-Jane Sadler) – sessions open to all pupils
- Additional referrals to other agencies are completed as necessary

- The head, Deputy, Well-being team, and all staff and governors monitor the Emotional Health and Well-being of all our pupils
- We have trained Playground Buddies and Peer Support Buddies who support their peers during lunchtimes and playtimes

Complaints procedure

If you have any reason to make a complaint about the SEN provision your child receives you can contact

- Your child's class teacher
- SENDCo – Mrs McDaid (Infants) or Mr Harvey (Juniors)
- Head Teacher – Mr Burbage

Have your Say

This SEN report shows our annual offer to learners with SEN at Loddon Primary Federation. For it to be effective it needs the views of parents/carers, learners, governors and staff. If you have any comments on this please contact Mr Burbage at head@loddonprimaryfederation.co.uk

Links

Loddon Primary Federation - <http://www.loddonprimaryfederation.co.uk>

Norfolk County Council – Special Educational Needs: <http://www.norfolk.gov.uk/sen>

Norfolk SENDIASS - <https://www.norfolksendiass.org.uk/>

SEN Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf