

Special Educational Needs and Disabilities (SEND) Information Report for Acle St Edmund Primary 2020-21



This Special Educational Needs and Disabilities (SEND) information report is designed to help parents have a greater understanding of Acle St Edmund's approach to pupils with SEND. It is a working document, updated annually following consultations with parents and pupils. The school welcomes your suggestions on how to improve it.

If you want more information about this, have any suggestions or want to discuss any concerns you have about your child's needs please contact:

Rosie Maunder: Special Educational Needs Coordinator (SENDCO)
senco@acleprimary.norfolk.sch.uk

*You can also phone/visit on her day in school which is currently Thursday.
It is also possible to leave a message with the office who will forward it on to her.*

Some parents worry about how to talk to their children about any difficulties they might experience in school. Below is a child friendly explanation of how and why Acle St Edmund's may be doing something extra to support your child. If you want to share this with your children click the picture below:



Introduction

Welcome to our SEND information report.

This is part of the Norfolk SEND Local Offer for learners with Special Educational Needs or Disabilities (SEND.) The Local Offer is where parents can find out what is available in Norfolk to support their child.

[Norfolk Local Offer \(please click arrow\)](#)



Each year, schools have to publish an SEND policy and information on their website that explains how they support pupils with SEND. The information they have a duty to publish is in the SEN regulations which can be found [here](#).

Who to contact

At Acle Primary we are committed to working together with all members of our school community. Our school 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:

<p>SENDCO: Rosie Maunder</p> 	<p>Community & SEND Governor: Jenny Wright</p> 	<p>Wellbeing Co-ordinator: Monika Firago</p> 
<p>Head teacher: Rebecca Clarke</p> 	<p>School Council Link:</p>	

If you think your child may have any additional needs please speak to their Class Teacher or contact Rosie Maunder our SENDCO on 01493 750322.

This is what our school has to offer

At Acle Primary, we value: **Learning for all.**

We want every adult and child to actively participate in learning. We celebrate all members of our community. Our aim is to create a sense of welcome and an inclusive culture in our school. This includes being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners including those identified with SEND and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy by clicking [here](#).

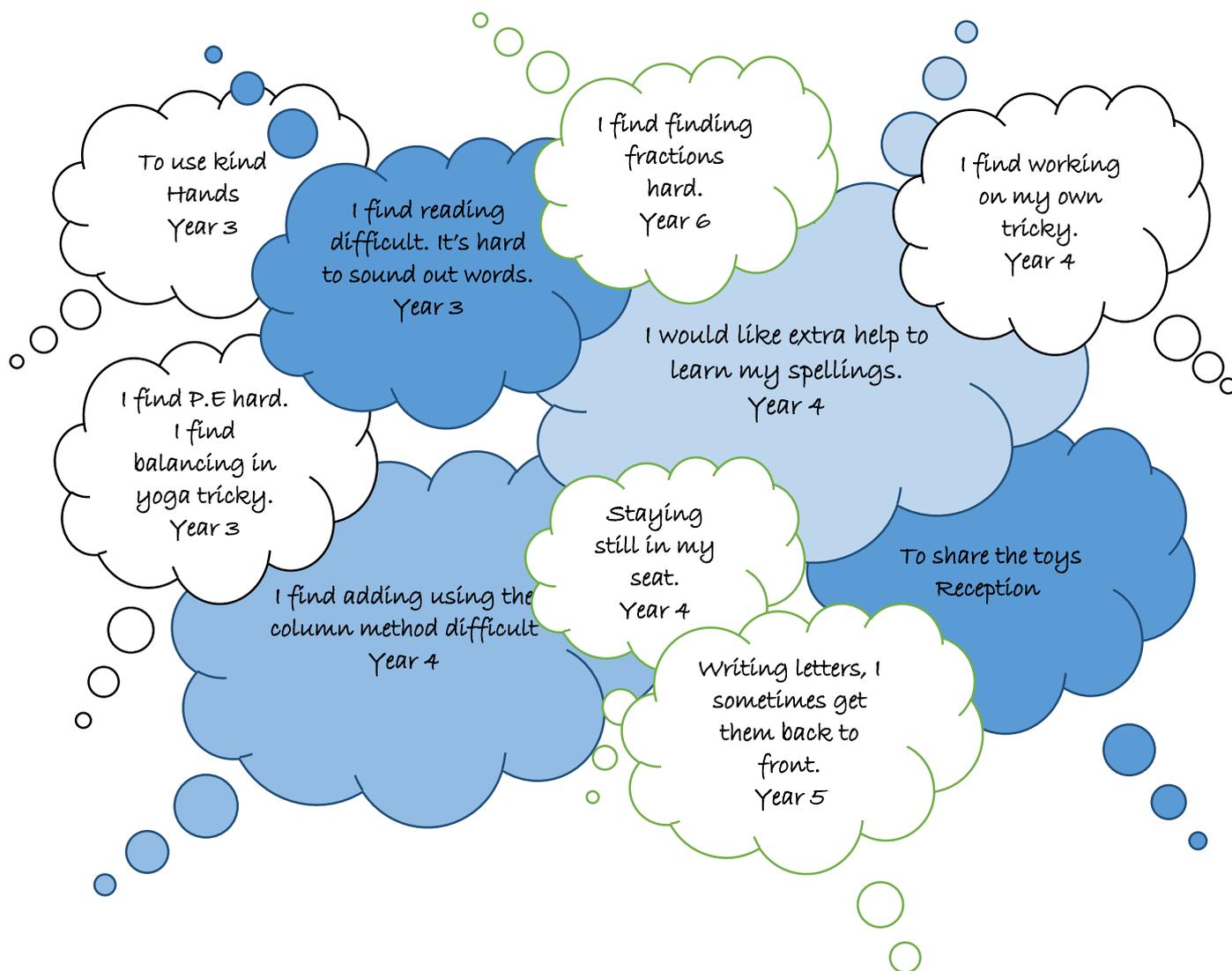
Our school improvement plan is about developing learning for all and includes continued professional development (CPD) opportunities for all staff. Our plan for 2020-2021 can be found [here](#).

We are committed to creating a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners: staff continually assess ensuring that learning is taking place. This includes regular meetings looking at pupil's progress.

We asked children what their strengths are.....



We asked children what things they find hard in school.....



At Acle St Edmund Primary, we believe the best SEND practice builds on children's strengths as well as supports them with their weaknesses.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The SEND 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.”**

This link takes you to a guide for parents and carers explaining the SEND code of practice:
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

If you want to read more, here is a link to the SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

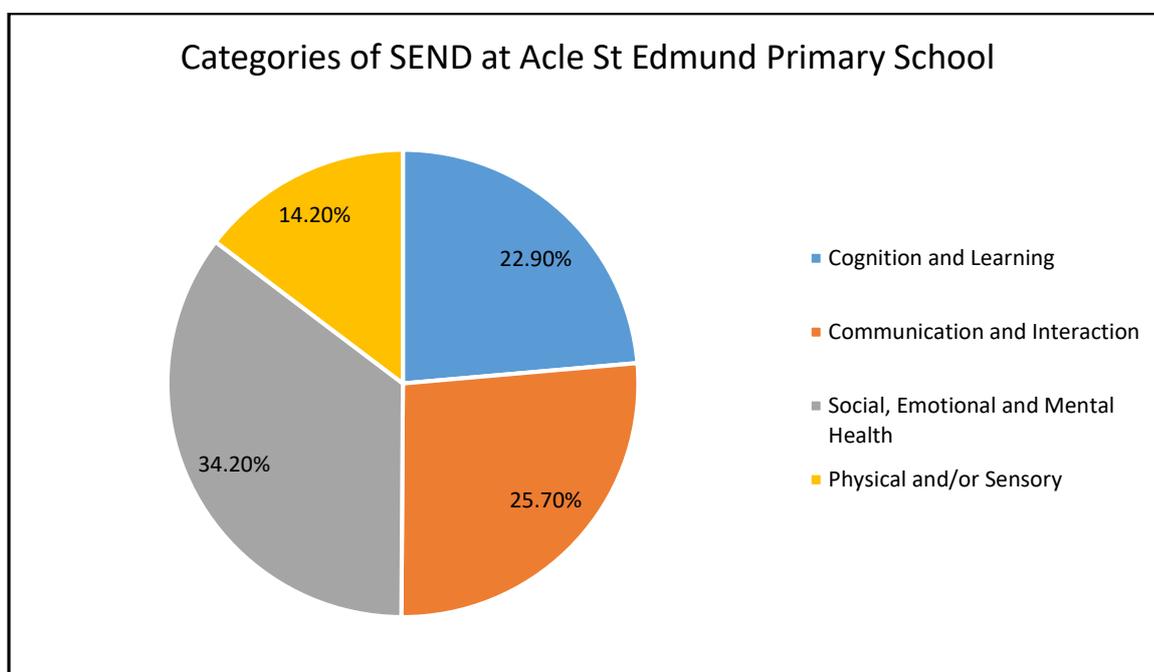
Every teacher is expected to teach at a range of levels that reflect the pupils' range of interest and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEND, our job is to offer them something "extra" that is 'additional to or different from' the normal differentiated curriculum. Any "extra" provision or intervention is designed 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, they may have worries that distracts them from learning.

So, not all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

At Acle Primary we are committed to ensuring that all learners have access to learning opportunities. For those who are at risk of not learning, the school has a responsibility to support via a range of interventions.

Our SEND profile for 2020-21 shows that 19.3 % of children in our school have been identified as having SEND (15.4% Nationally). 2.2 % of the pupils in school have an Education Health and Care Plan (3.3% Nationally).



The four categories of Special Educational Need and Disabilities

1. Communication and interaction

This can mean that a child has a speech, language and communication need (SLCN) i.e. they have difficulty in making themselves understood or in understanding the meaning of some or much of what they hear or read. This may result in problems taking part in conversations. Some children may have an Autism Spectrum Disorder (ASD) which could result in difficulties related to making sense of the world, imagination, distraction or distress from certain events, change in routines, co-ordination or motor (physical movement) functions.

2. Cognition and learning

Children with learning needs will learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Poor behaviour can result from learning needs.

3. Social, emotional and mental health difficulties

Difficulties with emotional and social development may result in immature social skills and the inability to make or sustain relationships. Certain accompanying behaviours can also be observed such as becoming withdrawn or isolated or challenging, disruptive or disturbing behaviour. Unusual mood, conduct (behaviour) and medically unexplained physical symptoms can be indicators of a mental health need. Some children may have a diagnosis of a recognised disorder.

4. Sensory and/or physical needs

Many children can have their sensory and/or physical needs met through adaptations to the curriculum, teaching activities or physical environment under the guidance of the Equality Act 2010. Some learners will require special educational provision; this is identified as a SEN under the guidance of the SEN Code of Practice (2014).

Assessing SEND at Acle Primary

Class Teachers, support staff, parents/carers and, of course, children themselves, may be the first to notice a difficulty with learning. This triggers an assessment of the child's barriers to learning that involves the child, their parents/carer and their teacher. The teacher and Special Educational Needs and Disabilities Co-ordinator (SENDCO) may explore what is causing difficulties using a range of assessments. If, as a result of these assessments, it is decided that your child needs additional support, then you will be told by the teacher that your child is on the school's SEND register. This is so that their support and progress is monitored by the SENDCO.

For some children we may want to seek advice from specialist teams. In our school and cluster we use various specialist services. Examples of this include:

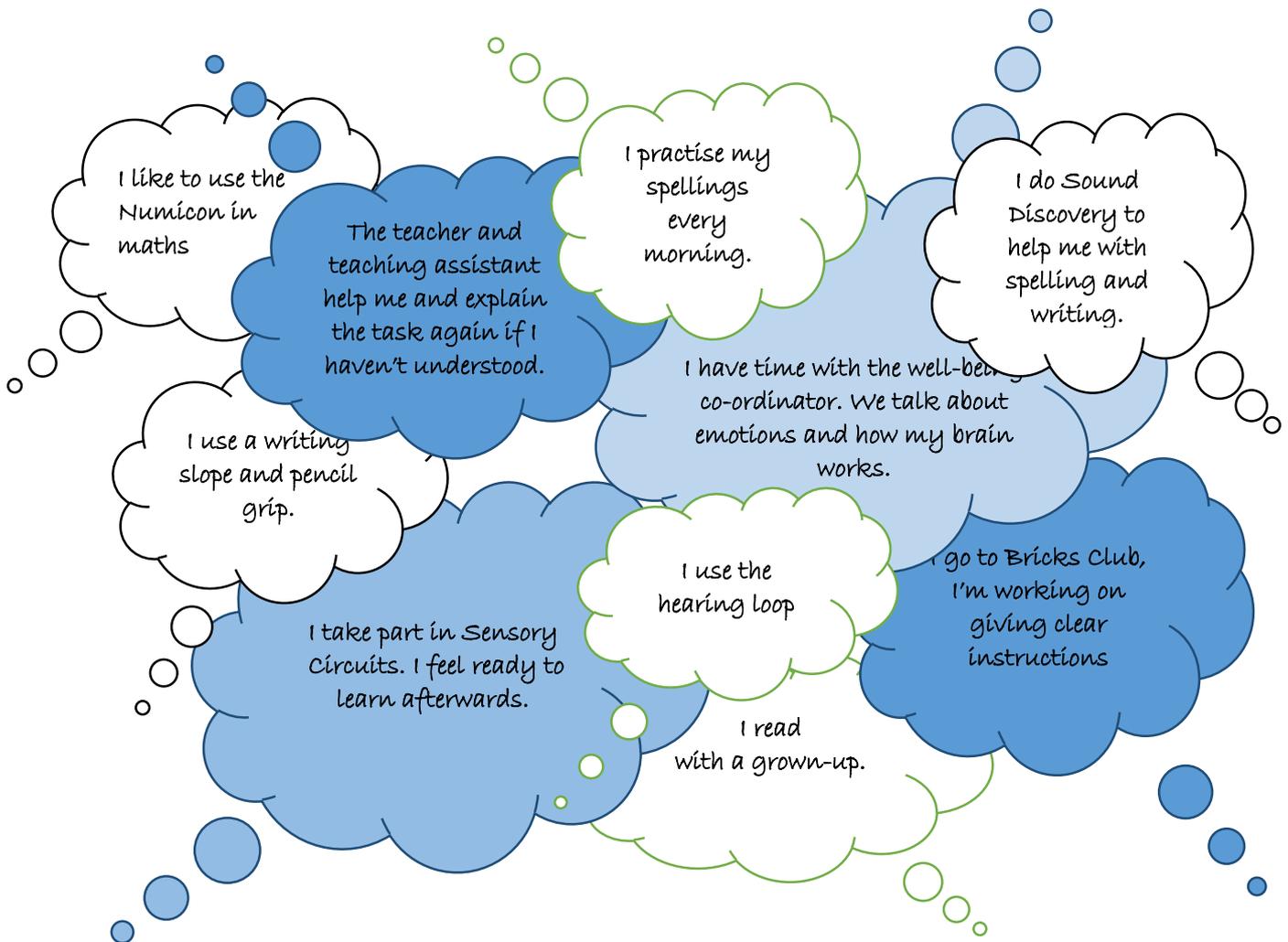
- Speech and Language Therapists
- Occupational Therapists
- Point 1 and Child and Adolescent Mental Health
- Teachers for the Deaf

- Teachers for the Visually Impaired
- School to School advice from special school
- Advice from Specialist Resource Bases (SRBs)

As part of the Acle Cluster, Acle Primary has paid for support from:

- Educational Psychologist (Sue Ackerley) and Specialist Learning Support Teacher (Gillian King) – 35 hours a year (shared between 7 schools).
- Cluster SEND Coordinator: Rosie Maunder – 10 days per academic year

We asked children what ways they were supported in school.....



What we do to Support Learners with SEND at Acle Primary

Every Teacher is expected to adapt their classroom, teaching and resources to help children with SEND make the best progress they can. To enable this to happen, the Senior Leadership team and the SENDCO, support teachers and provide advice and training. There is regular monitoring and observations which help the senior leadership team identify training needs and assess the impact of the interventions that we are delivering.

The Teacher Standards 2012 detail the expectations on all teachers, and we at Acle Primary are proud of our Teachers and their development. The Teacher standards are available [here](#).

Our Teachers use various teaching strategies to help children with SEND join in whole class activities. These are whole class approaches that are available to all, not just to children on the SEND register. Here are some examples:

- Visual timetables
- Writing frames
- iPads, laptops or other alternative recording devices
- Positive behaviour rewards system
- Fidget toys
- Sensory cushions and weighted shoulder pads
- Writing slopes and pen grips
- Use of overlays
- Talking tiles
- Clicker
- Access to a range resources to support independent learning, such as counting apparatus, numicom, visual prompts, keyword lists
- Peer support
- Distraction free working areas
- Sandtimers

All staff in the eight schools in the Acle area have had access to high quality training to develop children's speech, language and communication needs provided by Elklan. If you would like to find out more please follow these links:

<http://www.elklan.co.uk/>

As a result of this training we have been awarded Communication Friendly School status. We refresh our knowledge of the Elklan strategies.

Some children may need additional support from another adult. At Acle St Edmund we are very aware of the latest research that shows TA support only makes a difference to the progress of learners with SEND when it is clearly guided by the teacher and designed to encourage independent learning. This is a link to a summary of the research:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

We employ a group of very skilled Teaching Assistants who can deliver a range of interventions. In addition, Monika Firago, our Wellbeing Coordinator, who delivers specialist interventions for emotional wellbeing.

The type of support is dependent on the individual's needs. An example of the kinds of support are shown on this table (called a provision map). If you would like to know more, follow the hyperlinks to more detailed online information.

Acle St Edmund Provision map			
Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Physical and Sensory
Sound Discovery	TalkBoost KS1 and TalkBoost KS2	Circle of friends	Fine motor skills
Nessy	Talking books	Wellbeing group	Sensory play
Phonics group	Brick club	Motional Activities	Sound field system
Small group maths	1:1 activities with a TA under guidance from Speech and Language Therapist		Sensory Circuits
Precision teaching	Elklan techniques		Overlays for children who experience visual stress
Numicom			Adapted scissors
			Writing wedges
			Sensory cushions

We share the provision map with our colleagues in the Acle Cluster so we can learn from each other. Our Cluster SEND lead, Rosie Maunder, encourages and supports Acle schools to work together. The aim is to make sure your child gets the same opportunities whichever of the eight schools they attend.

The Governors also see our provision map and check that it makes a difference to the progress of children with SEND.

Funding for SEND

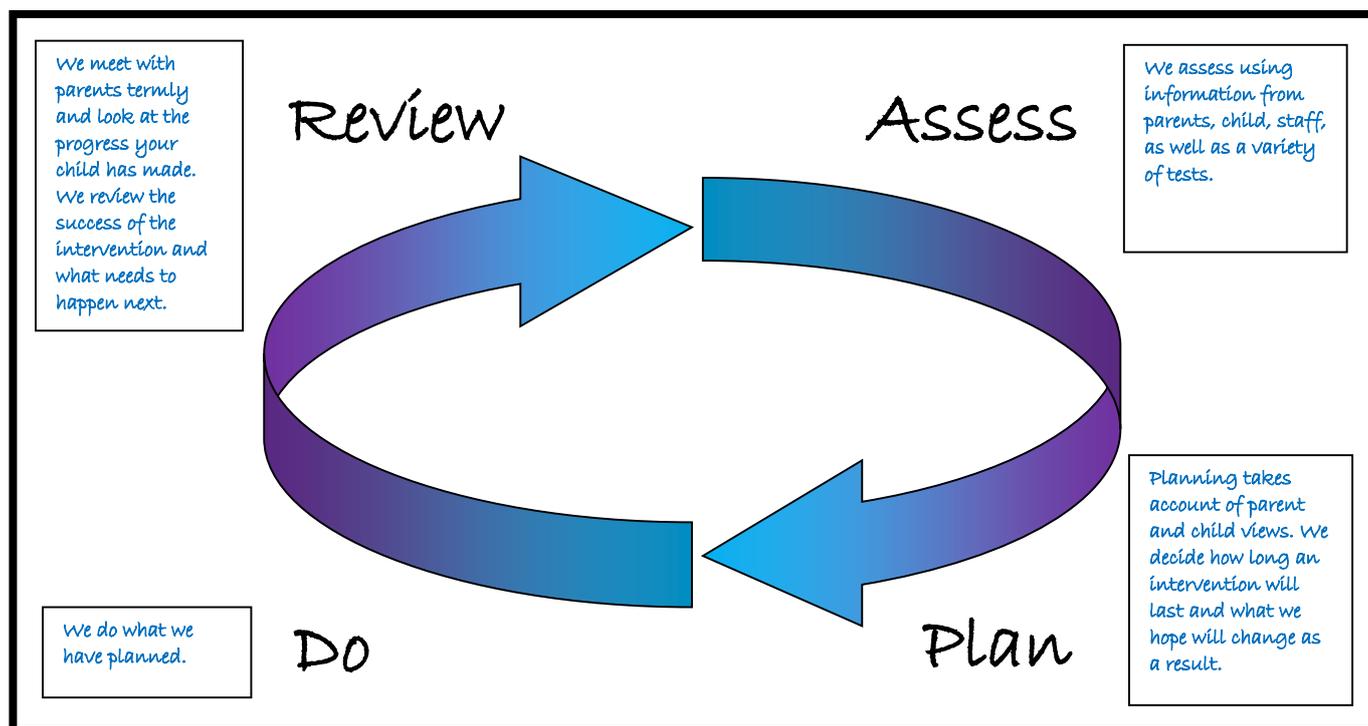
Acle Primary receives funding directly to the school from the Local Authority (called the SEND memorandum) to support the needs of learners with SEND.

A link can be found by clicking [here](#)

Acle Primary also receive money from the Local Authority as 'top up' funding for learners who need a high level of support, this varies from year to year but is estimated to be approximately £15,000 for this financial year.

How do we find out if this support works?

We use an 'assess, plan, do, review' cycle which is explained in this diagram.



It is essential that parents/carers and children are involved in each step. The teacher, parent/carer and child will talk together before we decide what kind of support to give, sometimes the SENDCO will also be involved in this conversation. This will be put into a learning plan. The child's strengths and weaknesses are recorded before and after any intervention to see if the extra support has made a difference to their learning. It is expected that this will entail a longer slot at parent's evening or a separate appointment made with the teacher.

This academic year we have changed the format of our learning plans and are particularly focusing on writing SMART targets ([click here for more detail](#)) -Specific, Measurable, Achievable, Realistic, Time bound. We are also trialling a two-teared learning plan system. We are planning for children who have an EHCP, those who have had involvement from external professionals and those who we think may need involvement from external professionals will have a learning plan plus which will contain more detailed assessment information both before the plan is started and the data from re-testing at the end of the cycle.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress in a meeting to discuss your child's learning plan. This is when we discuss progress and next steps.

A small number of children (about 3.3% of the school population nationally) may need something called an Education, Health and Care Plan (EHCP). If you think your child may need this then please talk to the SENDCO. If your child already has an EHCP it will be formally reviewed annually, as well as the less formal termly meetings.

The SENDCO checks we are only using interventions that work. This data is shared with the Acle cluster, so the SENDCOs in our eight schools are able to choose high quality provision. All data is scrutinised by the senior leadership teams, governors, local authority and Ofsted.

Other opportunities for learning

All learners should have the same opportunity to take part in extra-curricular activities. Acle Primary values highly all children participating in school trips, including residential trips. If you are concerned about any aspect of your child's SEND or disability restricting their opportunities to access these trips please discuss with the school.

We normally offer a wide range of clubs and school visits but due to the coronavirus pandemic and our risk assessment design to keep everyone in our school community safe there are less extra-curricular opportunities this academic year. We will update parents when this situation changes.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our extended school co-ordinator to discuss specific requirements. Please email: acle.cluster@yahoo.co.uk

All staff at Acle Primary have regular training on 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 SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore 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](#).

If you are worried your child is being bullied

Children with special educational needs can be vulnerable to bullying. Acle St Edmund takes all incidents of bullying very seriously and its approaches are explained in the anti-bullying policy [here](#). Please contact a member of staff as soon as possible if you are worried your child may be bullied.

Useful contacts for further information and advice about anti-bullying

www.childline.org.uk/Bullying

www.kidscape.org.uk

www.anti-bullyingalliance.org.uk

www.kidpower.org

Preparing for the next step

Moving on 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. Acle Primary works in partnership with children, families and other providers to plan for and provide positive transitions for our learners with SEND.

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.

We start planning from the moment your child arrives at Acle Primary for a positive future as an independent confident adult who will make a positive contribution to their community, no matter what their special educational need or disability is.

Have your say

Acle Primary is our community school. We welcome everyone helping to shape and develop provision for all of our learners, aiming at achievement for all. This SEN report sets out Acle's offer to children with SEND which will be reviewed annually. We welcome your involvement in the process for next year's report. Come and help us make a difference for your child and others.

Parents said....

My child, who has an EHCP, has been supported to make good, small steps of progress. Her 1:1 teaching assistant and careful planning by the class teacher ensures her individual needs are catered for.

Parent of a child in Year 2

Due to my child's particular difficulties I have had regular meetings with the class teacher, well-being co-ordinator and SENCO. These have been helpful because I know what is happening at school and I am confident that the school understands our home situation.

Parent of child in Year 4

My child used to be crying two or three times a day. After having well-being sessions my child is back to her happy self.

Parent of child in Year 5

Useful links for parents

<http://www.norfolksendpartnershiassi.org.uk/>

<http://www.familyvoice.org.uk/>

Local links

We are hoping to add to this list. If there is an organisation you have found supportive, please let Nicky in the office know so that she can update these links.

[Autism Anglia](#)

[Shine](#)

[CAMHS](#)

[Ormiston Point 1](#)

[Riding for the disabled](#)

[Hamlet Centre](#)

[Acle Voluntary Aid](#)

[Acle Medical Centre](#)

[Nelsons Journey](#)

[Indigo Dyslexia Centre](#)

[Young carers](#)

"You listen to other people's stories and you realise you are not alone" Parent

Extra-curricular activities for children

Breakfast club

Owl club

Netball / football club

Defenders

Dance

Multi skills club

In the community:

Dance Attitude at Acle Social Club, Acle United

Football Clubs after school at Acle Primary

Football training with Gary and Adam at Upton

Football training at Carrow Road

Marina Swimming

Badminton at Blofield

Adaptive Skiing at Norwich Ski Club

Beavers

Scouts

Rainbows

Brownies

Guides

"I think Acle United have been very good about inclusion" Parent



Appendix 1

Smart Targets

Considerations for SMART Targets	
Specific	What do you want them to be able to do, is it related to their needs, interests, skills and stage in the learning process? Is it child centred and based on their wishes?
Measurable	How will you know they have achieved the outcome, can it be observed, can you give a yes/no response to 'have they achieved the target?' How will you measure the achievement of the outcome? Will you use quantity, quality, accuracy?
Achievable	Can the expected outcome be achieved given the child's difficulties? Does it need breaking down into smaller steps? Is the provision available?
Realistic	Is the outcome at the right level for the child, is it feasible and manageable within the timeframe? Does the child have the potential skills and knowledge to achieve the outcome?
Timebound	What is the timeframe for them to achieve the outcome? When will interim progress be reviewed?