



Diocese of Norwich
Education and
Academies Trust

The Sandringham Federation - Fritcham

Special Educational Needs and Disability Policy

Policy Type: Trust Core Policy

Approved By: Trust Board

Approval Date: November 20

Date adopted by LBG: November 21

Review Date: 2021 (DNEAT SEND Strategy development)

Person Responsible: DNEAT Academies Improvement Director

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
5	Whole Academy strategies to support pupils with SEND	An additional mention of approaches to the support received due to Covid-19.	01/12/20
6	Staff training	All SENCOs must have or study for the 'National Award for SEN Coordination.'	01/12/20
8 onwards	Information report	Information report has been updated for this academic year with inserts about Covid-19.	01/12/20
8 onwards	Information report	Information report has been updated for this academic year.	01/11/21

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

The Sandringham Federation believes that:

- All pupils with SEND are entitled to a broad and balanced and differentiated curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching. Teaching Assistants will provide necessary support to facilitate this. All staff will use their “best endeavours” to meet the pupil’s needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition 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 Equalities 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.

Inclusion Statement

Please refer to the DNEAT policy on Inclusion.

Aims and Objectives of the SEND Policy are

- To provide curriculum access for all pupils.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils self esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide Continuing Professional Development so that staff will feel they have the expertise to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching which includes the use of Wave 1 and Wave 2 interventions (see Appendix 2). Class and Subject teachers will be supported, where appropriate by teaching assistants who provide individual or group support dependent on the identified needs of the learner.
- The four part graduated response, introduced in the Code of Practice 2014 will be utilised to identify those pupils who need Additional SEND Support. The graduated response is a cycle of Assess, Plan, Do, and Review.
- Those pupils who have ‘significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’ may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.
- Wherever possible we will try ensure that the current situation with Covid-19 does not unduly delay decision making or reduce quality. We will continue to request reports from professionals but we recognise that with school closures and the necessary safety precautions about social distancing, there may be some delay and/or changes to how this advice and information is produced. We have introduced a range of alternative approaches through video/telephone consultations where possible and will use existing information about children and their special educational needs.

Roles & Responsibilities

All staff at The Sandringham Federation have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil’s reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of the whole academy tracking system
- Consideration of the whole academy provision map which is updated annually
- Pupil progress meetings with individual teachers
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Develop a Provision Map which evidences the needs of all pupils with SEND and vulnerable pupils in the Academy.

- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Statements of SEN or Education Health and Care plans.
- Monitor the Academy's system of Individual Education Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need an Individual Education Plan or Pupil Passport.
- Secure good teaching outcomes by providing Quality First teaching using differentiation as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources and staff, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. Staff training will be offered as needs are identified. It is also an expectation that all SENCOs have or will study for the 'National Award in SEN Coordination.'

Partnership with Parents / Carers

In line with the Code of Practice 2014, Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The new Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this, the Academy will encourage pupil's to state their views about their learning, help them to identify their own targets and needs and be part of the Graduated response. This is the cycle of Assess, Plan, Do and Review.

Monitoring

The impact of this policy will be monitored through regular review and feedback from parents, children and staff.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed every three years or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

SEND Information Report for Flitcham Academy 2021-22

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND 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, maintained nursery schools and Academies 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.

At Flitcham Primary Academy, we are committed to working together with all members of our Academy 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:

Jane Gardener: Headteacher.
Catherine King: Head of School
Jane Gardener/Catherine King: SENCO
Linda Parker: SEND Governor

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions can be found on the Norfolk County Council, SEND changes web site [http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/SEND_changes/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/index.htm)

Alternatively, if you think your child may have SEND, please speak to their Class Teacher or contact our SENCO via:

Phone:01485 540506
Email: head@flitcham.norfolk.sch.uk

Our Approach to Teaching Learners with SEND

At The Flitcham Primary Academy, we believe in participation for all. We can offer you:

- ✓ A friendly, caring and inclusive environment. 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 Academy and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.
- ✓ High quality teaching. All of our teachers work to a very high standard and actively monitor teaching and learning in the Academy. For more information on our approach, please see our teaching and learning policy.
- ✓ A learning environment which is flexible enough to meet the needs of all members of our Academy community. We monitor progress of all learners, staff continually assess ensuring that learning is taking place. Our whole Academy system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.
- ✓ Well trained teachers and support staff. All of our staff have access to up to date training to meet the needs of individual pupils.
- ✓ Access to specialist services. We can refer children to the Speech & Language services, Educational Psychologist, Behaviour support, Autism Support, School Health, Vision and Hearing Services and other specialists.*

*In light of Covid-19, we have also been working very hard to ensure that all children with additional needs are still getting access to the support they require. The level of support available due to

restrictions or how long it may take to get the outside agency support is, at times, a challenge. However, we are creating ways to ensure we can access this support, mostly through virtual meetings and, where it is safe to do so, allowing outside agencies into school if assessments are needed to be carried out.

At Flitcham Primary Academy, we value:

Learning for all.

How we identify SEND

At different times in their Academy 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 Academy 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 Academies 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 the Academy for lots of reasons: They may have been absent from the Academy; they may have attended lots of different Academies and not had a consistent opportunity to learn; They may not speak English very well or at all; or they may be worried about different things that distracts them from learning. At Flitcham Primary Academy, 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. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Those that are identified as in need of some support but may not require extra provision, are placed on a ‘Watch list.’ This list is closely monitored termly with the class teacher and the SENCO to check that provisions added are working or whether further assessment is needed, which then may lead to them being identified as having SEND.

Our SEND profile for 2020-21 shows that we have 6 children identified as having SEND, and 0 of those has an Education, Health and Care Plan. 2 children on this list are in the process of applying for an EHCP.

Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Flitcham Primary Academy, 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 Academy.

For some learners, we may want to seek advice from specialist teams. In our Academy and cluster, we have access to various specialist services but may have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council, which are described below:

The agencies used by the Academy include:

- ✓ Verbatim Services
- ✓ CAMHS (Child & Adolescent Mental Health Service)
- ✓ Diabetic nurse

- ✓ SEMH team
- ✓ Attendance Officers
- ✓ Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
- ✓ Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)
- ✓ East Coast Speech & Language (Via Amanda Loft)
- ✓ School 2 School support
- ✓ Core Consultation Group (run by Norfolk County Council involving various professionals)
- ✓ Virtual School SEND
- ✓ Dyslexia Support Services

We also employ 0.91 ft Learning Support Assistants who deliver the interventions on the provision map.

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Fritcham Primary Academy 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 timetables
- Writing frames
- laptops or other alternative recording devices
- Positive behaviour rewards system

Each learner identified as having SEND, 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 detail the individual learner names, describes the interventions and actions that we undertake at Fritcham Primary Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

If, after Quality first teaching, differentiation and reasonable adjustments are proven to be unsuccessful, this is where the class teacher, SENCO and parents come together to follow the cycle of ASSESS, PLAN, DO, REVIEW to tailor a plan to the child's needs.

Reasonable adjustments are also made to cater for the needs of individual children, both those identified as SEND and those on the watch list, and we have a variety of programmes/interventions to boost and support pupils, if necessary. These support and interventions programmes include:

- ✓ Power of 2 maths programme
- ✓ Toe-by-toe reading programme
- ✓ Tailored 1:1 reading
- ✓ Precision 1:1 teaching for maths, reading and writing (mainly carried out by our high quality support staff)
- ✓ Socially speaking
- ✓ Time to Talk
- ✓ Tailor made support for those with high-level Dyslexia

Funding for SEND

We at Fritcham Primary Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of top-up funding we received for 2021-22 (since Sept'21) is **£2400**

We apply to receive funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the Academy.

The DNEAT Academies are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within The Sandringham Federation. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. As mentioned earlier, 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 will 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 held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan), the same review procedures take place, but the EHC plan will also be formally reviewed annually. *

**Although, due to Covid-19, the way we hold regular meetings is slightly different. If we are able to meet in a socially distanced way, meetings may be able to be scheduled. If not, a more virtual approach will be taken to carry out these meetings.*

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 by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Flitcham Primary Academy, in 2020-21, we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office.

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

All staff at Flitcham Primary Academy work within the Equality Act 2010. This legislation places specific duties on Academies / 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 SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link

<https://www.gov.uk/equality-act-2010-guidance>

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in the Academy, having a new teacher, or moving on to another Academy, moving up to High School, training provider or moving in to employment. Flitcham Primary Academy 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 a secondary Academy of children with statements of EHC will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Flitcham Primary Academy is part of the community. 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.

Useful links

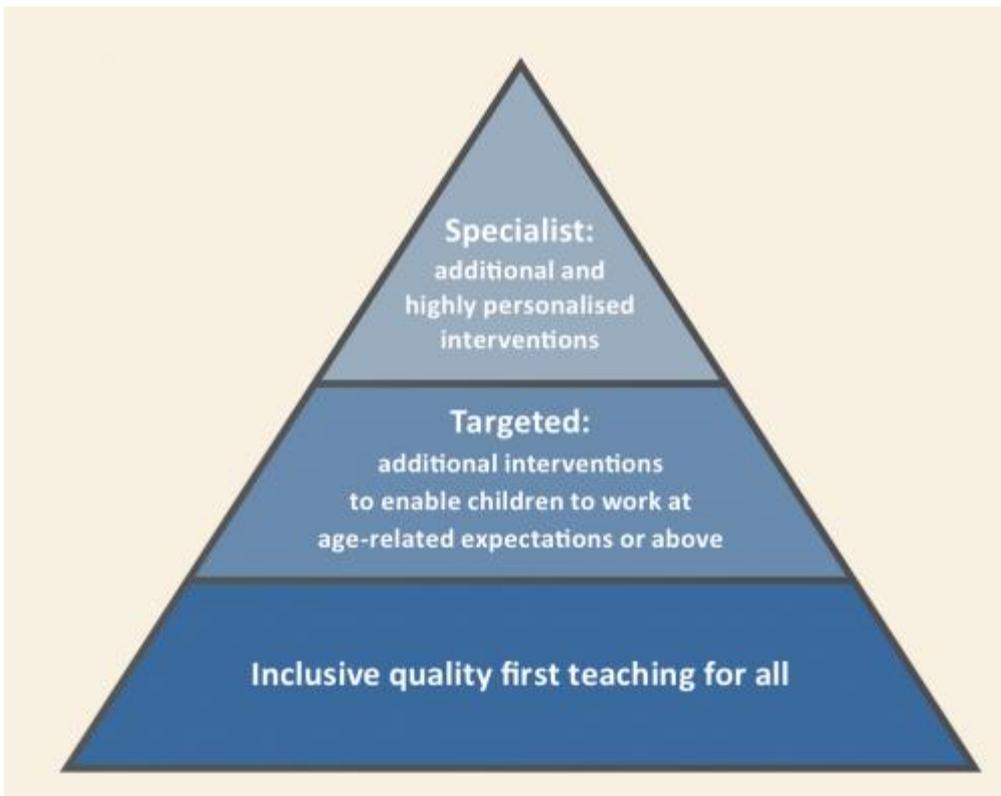
www.norfolk.gov.uk/SEND

Parent Partnership

www.dfe.gov.uk

APPENDIX 2

A Model of SEN provision



[<http://www.interventionsforliteracy.org.uk/home/parents/sen-provision/>]