



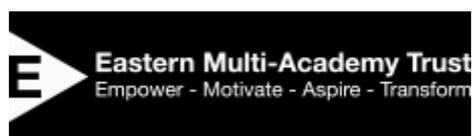
# SEND INFORMATION REPORT 2021-2022

Norwich Road Academy

Norwich Road

Thetford

IP24 2HT





Welcome to our SEND information report which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities.

At Norwich Road Academy, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

**At Norwich Road Academy we believe that:**

All children should be valued regardless of their abilities and behaviours.

All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.

All teachers are teachers of children with special educational needs.

All children can learn and make progress.

Effective assessment and provision for children with SEND will be secured in partnership with parents, children, the LA and other partners.

This report details our annual offer to learners with SEND.

To be effective it needs the views of all: Parents/carers, pupils, governors and staff.

If you have any comments, please contact:

**Mrs. J Miles (Principal) or**

**Mrs. A Mancini (SENCo) Special Educational Needs Co-ordinator**

**Contact details: Tel – 01842 753279 Email: [a.mancini@nor.eastern-mat.co.uk](mailto:a.mancini@nor.eastern-mat.co.uk)**

**Working days – Wednesday and Thursday**

**The Assistant SENCo is Mrs Jo King Email: [j.king@nor.eastern-mat.co.uk](mailto:j.king@nor.eastern-mat.co.uk)**

**Approved by:** Julia Miles

**Date:** September 2021

**Last reviewed:** September 2021

**Next review due by:** September 2022



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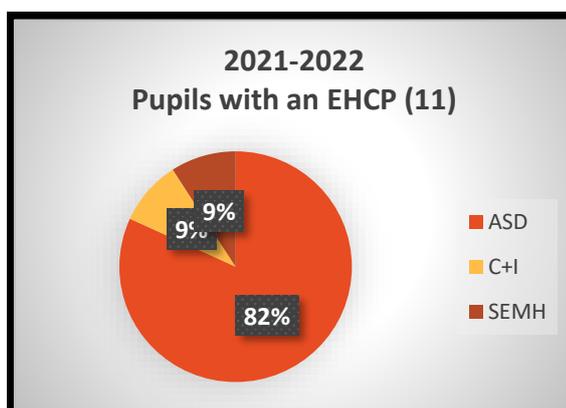
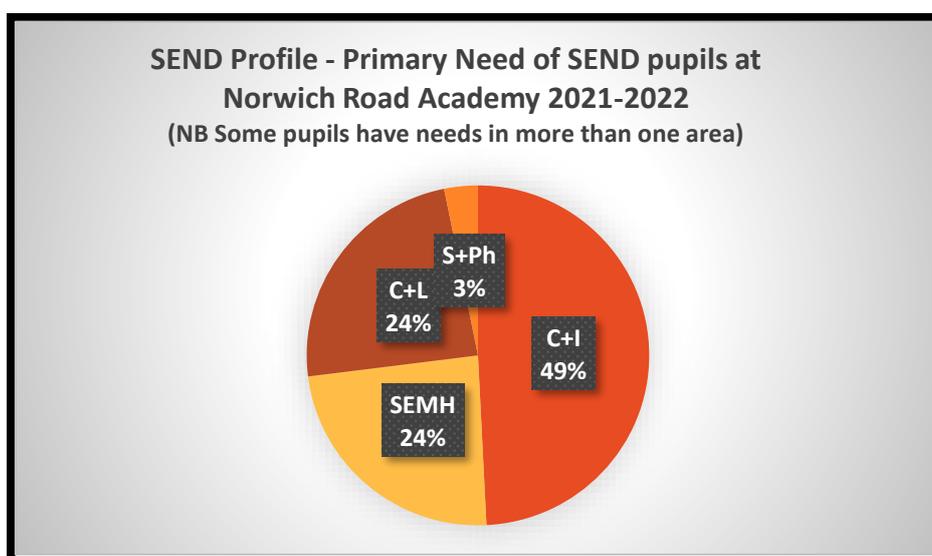
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**Q. What are the kinds of special educational needs for which provision is made at the school? What is the SEND profile of the school?**

The school makes its best endeavour to provide differentiated support within the following areas: **C+I- Communication and Interaction**, **C+L- Cognition and Learning**, **SEMH- Social, Emotional and Mental Health** and **S+Ph - Sensory and Physical**

**Our SEN profile for 2021-2022 shows that:**

- 18.7% of our learners are identified as having SEN. National Average is 15.4% (Jan 2020).
- 3.2% of our learners (17% of those who are identified as having SEN) have an Education Health and Care Plan (EHCP). National Average 3.3% (Jan 2020).



All admissions are via Norfolk County Council admissions and not through direct contact with the school. Where a child holds an Education Health Care Plan, admission is proposed through review and consultation with NCC. Parents are advised to visit the school and discuss the specific needs of their child openly and honestly with the Principal to see if the placement would be appropriate to their need. We work in partnership with parents and use our best endeavours to support children with provision that is appropriate to their needs and ensures the safety of themselves and other children, and that all relevant services and equipment are in place before a child is admitted.

**Q. What are the aims of the school's provision in regards to pupils with special educational needs and/or disability?**

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability, taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

**Q. Who are the best people to talk to at Norwich Road Academy about my child's difficulties, Special educational Need and/or disability?**



We believe that teaching children with Special Educational Needs is a whole school responsibility. If you have any questions or wish to talk to someone about your child's difficulties, SEN or disability **your first port of call should be your child's class teacher.**

### The class teacher is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know when necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach.
- Ensuring that all children have equal opportunities to learn from a range of staff members including teachers and teaching assistants.

A discussion with your child's class teacher may lead to an involvement with the Special Needs Co-ordinator, who has the responsibility for the day-to-day management of all aspects of the provision for children who need extra support and children with SEND.

Parents may also contact the SENCO or the Principal directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### The SENCO, in liaison with the Inclusion Lead, is responsible for:

- Day-to-day operation of the schools SEND Policy
- Liaising with parents to keep them informed of progress and listen to their views on their child's progress.
- Advising teaching staff, support staff and 1-1 support staff.
- Coordinating provision for all pupils with SEND
- Liaising with external agencies
- Managing the SEND budget and setting priorities
- Organizing individual and small group support, and evaluating their impact and effectiveness regularly.
- Maintaining a Provision Map that tracks the progress of all children with SEND
- Monitoring, that the curriculum is fully inclusive and accessible to all children.
- Co-ordinating termly IEP reviews and Annual Reviews of children with Education Health and Care plans.
- Attending training to continue own professional development in order to meet all pupils needs
- Delivering in-service training to ensure a high level of staff expertise
- Carrying out referral procedures to outside agencies or to request High Needs Funding and/or and Education Health and Care Plans.
- Overseeing the smooth running of transition arrangements and transfer information between schools and staff.

## Q. How does the school know if my child needs extra help?

### What are the school's policies for the identification and assessment of pupils with SEND?

#### We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress, attainment gaps are not reduced or widen.
- Observation of the pupil indicates that they have additional needs.
- Behaviour is persistently disruptive or not age appropriate

We make families and children aware of our concerns, carry out assessments and consultations designed to identify all the areas of need not just the primary concern, and teachers then discuss the outcomes with the SENCo. Parent consultations then follow to decide the best course of action.

Sometimes housing, family or domestic circumstances may be a significant factor in learning and behaviour in school. If this is thought to be the case Early Help Strategies will be used through discussion with the families and the involvement of additional agencies such as Parent Support Advisors, Norfolk Family Focus and Children's Centre.

### Identification and Assessment of pupils with SEND

**The Code of Practice 2014 defines SEN as follows:** *"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

<p><b>Please follow the links</b></p> 	SEND Policy	
	Equality Information	<a href="https://www.norwichroadacademy.co.uk/academy-life/policies/">https://www.norwichroadacademy.co.uk/academy-life/policies/</a>
	Complaints Procedure	
	Medical needs	
	Behaviour policy	
	Safeguarding Policy	
Admission arrangements	<a href="https://www.norwichroadacademy.co.uk/academy-life/admissions/">https://www.norwichroadacademy.co.uk/academy-life/admissions/</a>	

**Q. How are teachers at Norwich Road Academy supported to work with children with SEND and what training do they have?**

The SENCo:

- Ensures that all members of staff in school have a clear understanding of each child's Special Educational Need and / or Disability and aids them in their practice.
- Provides all staff with training on the SEND needs in school and training on specific children.
- Updates the teaching staff in staff meetings about recent government initiatives within the SEND system and relays back information gathered from SEN conferences and courses.



Staff are given opportunities to develop their knowledge and expertise on certain areas of SEND by attending courses and training.



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 a number of processes that include:

- Classroom observation by the senior leadership team/SENCo
- 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 to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All SEND pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the ILP review process and also at 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 and senior leaders.

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:**



**Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

**Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, that take in to account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

### Q. 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 (eg SEND specific software, laptops) and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- The physical environment has been adapted for medical needs (Accessibility Plan – See page 15 )



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

For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

**Q. How are the school's resources allocated and matched to children's special educational needs?**



The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budgets. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

Link to Budget Share Tracker: SEN Memorandum 2020-2021

<https://csapps.norfolk.gov.uk/BudgetShare/pdf/20/SENMemorandum/1947.pdf>

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- In class, adult or peer support aimed at increasing skills in specific area of weakness.
- Out of class support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning
- Provision of specialist resources or equipment
- Partnership working with other settings
- Access to targeted before/after school clubs
- Access to the school nurse and wider health professional support
- Implementation of strategies from support agencies

**Q. What additional support for learning is available to pupils with special educational need and/or disabilities?**

<b>English as an Additional Language (EAL) and SEN</b>	
<p>All children with English as an Additional Language in school are supported through picture, peer buddies and signing to access learning and we carry out specific language intervention as appropriate. All areas of development are carefully considered and discussions with parents through an interpreter or translation service may take place to establish if the delay in learning is attributed to their command of English or to an emerging SEN and D need.</p>	
<b>Interventions used to support the following broad areas of need</b>	
<b>Cognition and Learning</b>	<b>Communication and Interaction</b>
<p>Precision teaching MULTILIT for phonics/Additional phonics Toe by Toe Numicon Catch Up – Literacy and Numeracy Booster groups Visual stress assessments/coloured overlays</p> <p>Strategies/programmes for difficulties with: Auditory processing Working memory Short and long-term memory</p>	<p>Speech and Language therapy sessions Blanks Levels of Language/Understanding Talk Boost Stammer/mutism strategies Colourful Semantics Programmes and strategies to support pupils with ASD, including: Visual schedules Work stations Social stories Social Use of Language programme</p>
<b>Social, emotional and mental health</b>	<b>Sensory and Physical</b>
<p>Inclusion Lead who provides specific advice and support with: Anxiety Anger management Behaviour modification Bereavement Social skills Emotional and well-being support Drawing and Talking/Time to Talk Lego Therapy Cognitive Behaviour Assessment Individual behaviour support/modification and monitoring plans Individual Risk Assessments 1:1 Specialist Counselling</p>	<p>Sensory Circuits Sensory diet/breaks Physical aids – weighted blankets, writing slopes, fidget toys, posture packs. Fine and gross motor skills interventions</p>

**Q. How will my child be involved in decisions regarding provision that can better meet his/her needs?**

### **One Page Profiles**

This school uses pupil centred profiles called one-page profiles. These are completed by the pupils with support from a familiar member of staff. They identify their abilities and strengths, their interests as well as their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information is reviewed and where appropriate, the pupil's views gained on the effectiveness of the action taken so far to meet their needs. In addition, the pupil's strengths are recorded on the first page of the Individual Learning Plan (ILP)

The views of pupils with an EHCP are sought prior to annual reviews. Where appropriate, pupils are invited to attend the meeting.

### **School Council**

Each class votes for a school council representative. There are two representatives from each year group. School council meet weekly to discuss school related issues.



### **Pupil Voice**

The school carries out pupil questionnaires throughout the year. Talk time sessions take place in each class, discussions can be general or focus on something specific.

**Q. How will I be helped to support my child's learning?**

**Q. How will I be involved in discussions about and planning for my child's education?**



**At Norwich Road Academy:**

- You will be asked to come and talk openly with the class teacher and/or SENCo to establish where the need lies and the support you may need. Staff will make every effort to ensure that you have access to the resources, knowledge and services you need or will put you in touch with agencies who can.
- You will be expected to work in partnership with staff to support targets, and to keep the school informed of developments and advice that you get from other services.
- Either your child's class teachers or SENCo will meet formally with you at least three times each year and an annual report is prepared and shared with you in the Summer Term.
- You will be invited to class events and to share learning experiences with your child throughout the year.
- Where your child holds an EHCP a formal review will take place annually from the date of the previous review, or sooner if needed. You are asked for your views as is your child throughout this process.
- If it is felt that extra advice or support is needed the SENCo and teacher will consult with you and seek permission for this to take place eg Educational Psychologist, School Nursing Team, CAMHS, Norfolk Family Focus, Speech Therapy.

**The school operates an open-door policy.**

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher or Mrs Amanda Mancini (SENCo) to discuss your concerns.

**Q. How does the school evaluate the effectiveness of its provision for SEND pupils?**

The effectiveness of SEN provision is measured using both **qualitative** and **quantitative** data.

**Qualitative data** – we gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes.

**Quantitative data** – we examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data is shared termly with governors and is judged by external moderators such as Ofsted.

Monitoring progress and attainment is integral to our teaching and leadership and it takes place continually to inform daily decisions about learning. Teachers track progress very carefully using well established systems.

**Q. How will the school prepare/support my child when joining the school or transferring to a new school?**

**New pupils to Norwich Road Academy:**

- A planned introduction programme, is delivered in the Summer term to support transfer for pupils starting school in September. Parent/carers are invited to a meeting at school and are provided with a range of information to support them in enabling their child to settle into the school routine. Parents and pupils are able to familiarise themselves with the school and key staff are available to answer questions.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Foundation Stage staff will meet with parents prior to pupils starting school there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.
- Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone the previous school to discuss individual pupil's needs.
- At all stages a person-centred approach is adopted whereby the young person's views, interests and wishes are recorded on a one-page profile. Pupils will also be given a transition booklet which they can refer to over the summer holiday.



### Preparing for next steps

Transition is a part of life for all learners, whether that 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 so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

A number of strategies are in place to enable effective pupils' transition. These include:

- Opportunities for pupils and parents to meet staff in the new school.
- Accompanied visits to other providers, as appropriate.
- Transition booklets for pupils to refer to prior to starting their new school.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

**Q. How will my child be included in activities outside the classroom including school trips?**



At Norwich Road Academy, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Any additional support or necessary adjustments are recorded on the risk assessment for that activity.



The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

### Q. How accessible is the school environment?

The school is fully compliant with DDA (Disability Discrimination Act) requirements.

The school has an up to date accessibility plan which is considered each year and whenever there is building work. Our **Accessibility Plan** describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website:

<https://www.norwichroadacademy.co.uk/academy-life/policies>

In addition:

- A Nurture Room (Elmer's room) has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- We have reorganised class bases to accommodate the specific needs of pupils.
- Ramps have been put in place leading to two classrooms and to the school entrance.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages a SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the Minorities Attainment and Achievement Service and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has an outside learning area (Forest School)

### Q. What support will there be for children's overall well-being?



The overall well-being of pupils at Norwich Road Academy is always a priority.

- The Inclusion Lead organises pastoral care. Staff support pupils to ensure that those who require pastoral support can access that support at the time it is needed. A variety of pastoral interventions are available in school.
- The teaching and practice of relaxation techniques, such as yoga and mindfulness are part of the weekly timetable.
- The school has 2 trained mental health first aiders.

- The school has access to expert help, for example, we employ a counsellor who works with identified pupils in school.
- Where there is a medical need, staff work closely with health professionals to personalise provision to ensure these needs are met.
- Where a child has a serious medical need, a Care Plan will be created so that there is a clear protocol that provides accurate information regarding the correct medical care for the child.
- Prescribed medication can be administered in school if school are in receipt of a signed medication administration permission form from parents.

### Q. What specialist services are available at the school?

<b>Education Services</b>	Virtual School SEND Virtual School Sensory Support Virtual School Looked After Children Educational Psychology Specialist Support Inclusion Team School 2 School Support Outreach Services
<b>Health Services</b>	Just One Norfolk, Just One Number – 0300 300 0123 Speech and Language Therapy Service Occupational Therapy Children and Adolescent Mental Health Services (CAMHS)
<b>Social Care Services</b>	Short Breaks Early Help Hubs Early Childhood and Family Service (ECFS) Family Support process (FSP)
<b>Third sector services</b>	Carers matter Nelson's Journey Young carers

### Complaints Procedure

If you are not happy with the provision made available to your child, you can:

- Talk to your child's class teacher
- Discuss your concerns with the Special Educational Needs Co-ordinator
- Get free confidential and impartial information, advice and support from:

**Norfolk SEND Partnership** This provides free, confidential and impartial information, advice and support about SEND for children, young people, parents and carers.

T 01603 704040

E: [sendpartnership.iss@norfolk.gov.uk](mailto:sendpartnership.iss@norfolk.gov.uk)

W: [www.norfolksendpartnershiass.org.uk](http://www.norfolksendpartnershiass.org.uk)

#### **KIDS dispute resolution service**

T: 03330 062835

E: [senmediation@kids.org.uk](mailto:senmediation@kids.org.uk)

W: [www.kids.org.uk](http://www.kids.org.uk)

**The Eastern Multi Academy Trust's Complaint Policy can be found on our website.**

### Useful Links

**Norfolk Local Offer for SEND** – [www.norfolk.gov.uk/send](http://www.norfolk.gov.uk/send)

Here you will find information about provision that is available, and expected provision, across: Education, Health and Social care for children and young people who have special educational needs and disabilities (SEND).

**Norfolk SEND Partnership:** [www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk)

**National Code of Practice:** [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)